



Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on February 6, 2026 at 4:12 PM PST

Date and Time

Thursday February 12, 2026 at 10:05 AM PST

Location

Excel Academy Charter Schoo

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1 Technology Drive, Ste I-811
Irvine, CA 92618

Regus- Gateway Chula Vista

333 H Street, Suite 5000
Chula Vista, CA 91910

Zoom Meeting Information:

Meeting ID: 822 2953 9052

One tap mobile: +17193594580,,82229539052# US

<https://us06web.zoom.us/j/82229539052>

MISSION STATEMENT

Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Excel Academy Charter Schools.

Agenda

| | Purpose | Presenter | Time |
|---|---------|-----------------|-----------------|
| I. Opening Items | | | 10:05 AM |
| A. Call the Meeting to Order | | Board President | 1 m |
| B. Record Attendance | | Board President | 1 m |
| Roll Call: | | | |
| William Hall, President | | | |
| Michael Humphrey, Vice President | | | |
| Steve Fraire, Clerk | | | |
| Susan Houle, Member | | | |
| Larry Alvarado, Member | | | |
| II. Pledge of Allegiance | | | |
| III. Approve/Adopt Agenda | | | 10:07 AM |
| A. Agenda | Vote | Board President | 1 m |
| It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of February 12, 2026. | | | |
| Roll Call Vote: | | | |
| William Hall | | | |
| Michael Humphrey | | | |
| Steve Fraire | | | |

| | Purpose | Presenter | Time |
|---|---------|-----------|------|
| Susan Houle | | | |
| Larry Alvarado | | | |
| Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____ | | | |

IV. Approve Minutes 10:08 AM

| | | | |
|--------------------|-----------------|-----------------|-----|
| A. Approve Minutes | Approve Minutes | Board President | 1 m |
|--------------------|-----------------|-----------------|-----|

Minutes of the Regular Board Meeting that was held on January 8, 2026.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

Approve minutes for Regular Meeting of the Board of Directors on January 8, 2026

V. Public Comments/Recognition/Reports

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

VI. Adjourn to Closed Session 10:09 AM

| | | | |
|--|------|-----------------|-----|
| A. The Board will consider and may act on any of the Closed Session matters. | Vote | Board President | 1 m |
|--|------|-----------------|-----|

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

| | | Purpose | Presenter | Time |
|---|--|---------|-----------------|-----------------|
| | Susan Houle Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____ | | | |
| VII. Closed Session | | | | 10:10 AM |
| A. Closed Session | | Discuss | Board President | 12 m |
| 1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION | Case No. 30-2024-01430946 | | | |
| VIII. Reconvene Regular Meeting | | | | 10:22 AM |
| A. Report out any action taken in closed session. | | Discuss | Board President | 2 m |
| IX. Correspondence/Proposals/Reports | | | | 10:24 AM |
| A. School Highlights - Presented by Heidi Gasca, Superintendent/CEO | | Discuss | Heidi Gasca | 8 m |
| B. Multi-Tiered System of Supports (MTSS) Presentation - Presented by Tamara Murphy, Assistant Director of Special Program | | Discuss | Tamara Murphy | 10 m |
| C. State Budget Overview - Presented by Joe Sorrera, Director of Business Services | | Discuss | Joe Sorrera | 7 m |
| D. LCAP Mid-Year Report - Presented by Jenny Craig, Director of Operations & Accountability | | Discuss | Jenny Craig | 7 m |
| X. Consent | Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent upon the request of any member of the Board, discussed, and acted upon separately. | | | 10:56 AM |
| A. Consent - Business/Financial Services | | | | |
| | 1. Check Register - January 2026 2. Cash Payments - January 2026 3. Approval of Document Tracking Services (DTS) Licensing Agreement Renewal | | | |

| | Purpose | Presenter | Time |
|---|---------|-----------------|------|
| 4. Approval of SurveyMonkey Agreement | | | |
| B. Consent - Education Student/Services | | | |
| 1. Approval of the 2026-2027 Excel Academy Academic School Calendar | | | |
| 2. Approval of the 2026-2027 Master Agreement | | | |
| 3. Approval of the 2026-2027 Acknowledgement of Responsibilities | | | |
| 4. Approval of the Overnight Field Trip to Catalina | | | |
| C. Consent - Personnel Services | Discuss | | |
| 1. Approval of Certificated Personnel Report | | | |
| 2. Approval of Classified Personnel Report | | | |
| 3. Approval of Excel Academy Charter School Comprehensive Safety Plan Revisions | | | |
| D. Consent - Policy Development | Vote | Board President | 2 m |

Approval of existing board policies revised, reviewed, and eliminated by staff for the 2025-2026 school year.

Board Policies: Revised

The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures:

3000 Series - Business Services

3000 - EA Fiscal Control Policy

Items in the consent agenda are considered routine and will be approved/adopted by a single motion.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

| | Purpose | Presenter | Time |
|--|---|-----------|-------------|
| A. | Approval of Authorization to Establish JPMorgan Chase Sweep Account | Vote | Joe Sorrera |
| It is recommended the Board approve the Authorization to Establish JPMorgan Chase Sweep Account for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053). | | | |

Fiscal Impact: None

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

| | | | | |
|---|--|------|-------------|-----|
| B. | Approval of the Imagine Edgenuity Licenses | Vote | Heidi Gasca | 2 m |
| It is recommended the Board approve the Imagine Edgenuity Licenses for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053). | | | | |

Fiscal Impact: \$33,475.00

Warner: \$20,754.50

Helendale: \$12,720.50

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XII. Organizational Structure - Annual Meeting of the Board 11:05 AM

| | | | | |
|----|--|------|-------------|-----|
| A. | Approval of the Excel Academy 2026-2027 Board Meeting Calendar | Vote | Heidi Gasca | 2 m |
|----|--|------|-------------|-----|

| Purpose | Presenter | Time |
|---------|-----------|------|
|---------|-----------|------|

It is recommended that the Board approve the Excel Academy 2026-2027 Board Meeting Calendar as presented.

Fiscal Impact: None

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

B. Election of the Excel Academy Charter Schools Vote Heidi Gasca 2 m
Board Officer: President

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools, Article VI, Board of Directors, Section 7.02, Election of the Board Officers, it is recommended the Board of Directors conduct the election for the following officer positions:

The Board will take action to elect the Board President.

Election: Board President: _____

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

C. Election of the Excel Academy Charter Schools Vote Heidi Gasca 2 m
Board Officer: Vice President

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools, Article VI, Board of Directors, Section 7.02, Election of the Board Officers, it is recommended the Board of Directors conduct the election for the following officer positions:

| Purpose | Presenter | Time |
|---------|-----------|------|
|---------|-----------|------|

The Board will take action to elect the Board Vice President.

Election: Board Vice President: _____

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

D. Election of the Excel Academy Charter Schools Vote Heidi Gasca 2 m
Board Officer: Clerk

In accordance with the Third Amended Bylaws of Excel Academy Charter Schools, Article VI, Board of Directors, Section 7.02, Election of the Board Officers, it is recommended the Board of Directors conduct the election for the following officer positions:

The Board will take action to elect the Board Clerk.

Election: Board Clerk: _____

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIII. Calendar

The next scheduled Regular Board Meeting will be held both in person and virtually on March 12, 2026.

| Purpose | Presenter | Time |
|---------|-----------|------|
|---------|-----------|------|

XIV. Board Comments

XV. CEO Comments

XVI. Closing Items

11:13 AM

| | | | |
|---------------------------|-------------|---------------------|------------|
| A. Adjourn Meeting | Vote | William Hall | 1 m |
|---------------------------|-------------|---------------------|------------|

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

FOR MORE INFORMATION

For more information concerning this agenda, contact
Excel Academy Charter School.

Coversheet

Approve Minutes

Section: IV. Approve Minutes
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on January 8, 2026

DRAFT



Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday January 8, 2026 at 9:45 AM

Location

Excel Academy Charter School

1 Technology Drive, Ste I-811
Irvine, CA 92618

Regus- Gateway Chula Vista

333 H Street, Suite 5000
Chula Vista, CA 91910

Zoom Meeting Information:

Meeting ID: 852 9971 6242

One-Tap Dial In: 16694449171,,85299716242# US

URL: <https://us06web.zoom.us/j/85299716242>

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REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Excel Academy Charter Schools.

Directors Present

L. Alvarado, S. Fraire, S. Houle (remote), W. Hall

Directors Absent

M. Humphrey

Guests Present

L. Hansen

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of Excel Academy (CA) to order on Thursday Jan 8, 2026 at 10:01 AM.

B. Record Attendance

Susan is participating remotely due to recovering from surgery. This qualifies as an emergency circumstance under the Brown Act, which the Board members approved.

II. Approve/Accept Agenda

A. Agenda

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Alvarado Aye

M. Humphrey Absent

S. Fraire Aye

W. Hall Aye

S. Houle Aye

III. Approve Minutes

A. Approve Minutes

L. Alvarado made a motion to approve the minutes from Regular Meeting of the Board of Directors on 12-15-25.

S. Fraire seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Alvarado Aye

S. Houle Aye

W. Hall Aye

S. Fraire Aye

M. Humphrey Absent

IV. Correspondence/Proposals/Reports

A. School Highlights - Presented by Heidi Gasca, Superintendent/CEO

Heidi's highlights the EACS school community in a state of steady, intentional growth, anchored by an enrollment of 1,957 students and the arrival of 43 new learners for the second semester. Beyond the numbers, the focus remains on the "triangle partnership" between students, teachers, and parents—most notably through the Parent Power Up program. This initiative transforms parents into empowered home educators by providing hands-on training in everything from STEM projects to extracurricular activities like coding and jujitsu. Between successful appearances at the APlus+ Learning Conference and ongoing Leadership Summits, the administration is prioritizing both professional expertise and operational excellence, specifically spotlighting Jenny Craig for her vital role in managing the school's data and reporting with grace.

B. Student Testimonials

The student testimonials from Dmitri and Darren vividly illustrated how Excel Academy's flexible model empowers elite performers to bridge the gap between high-stakes athletics and rigorous academics. **Dmitrii**, a 12-year-old wrestling and MMA standout with an undefeated 8-0 record and multiple national titles, shared how the transition to online learning provided the discipline and time necessary to chase his dreams of the Olympics and the UFC. Similarly, **Darren**, a senior and competitive surfer, praised the school for accommodating his global travel schedule and offering an "outside the box" academic environment—one that allowed him to tackle advanced coursework and launch a board game business while traditional schools might have held him back. Together, their stories served as a powerful "why" for the board, showcasing students who aren't just fitting into a system, but are using it to master their crafts both in and out of the classroom.

C.

Special Education Update - Presented by Lara Ulmer, Director of Special Education

Lara's Special Education update highlighted a period of growth and strategic refinement, with the department now serving approximately 177 students. The team has expanded to 20 members, prioritizing internal service provision—including speech, occupational therapy, and psychology—to ensure students work with consistent, familiar faces. A key programmatic success is the synchronized scheduling of Specialized Academic Instruction (SAI), which allows students to fluidly move between support levels without disrupting their entire daily schedule.

To further support student independence, Lara introduced structured study skills groups for all grade levels and a mentorship program to help staff transition from brick-and-mortar settings to the virtual model. On the compliance front, Excel Academy maintains an impressive five-year record of zero parent-initiated lawsuits. Lara credited this to a "relationship-first" intake process that replaces standard notification letters with formal, transparent meetings to align expectations from day one. The presentation concluded with a heartwarming video of a virtual speech therapy session, demonstrating how high-energy, interactive instruction can thrive in an online environment.

V. Consent

A. Consent - Business/Financial Services

1. Check Register - December 2025
2. Cash Payments - December 2025
3. Approval of The Grand Long Beach Venue Rental for the EACS Graduation Ceremony

B. Consent - Personnel Services

L. Alvarado made a motion to Bill Hall.

S. Fraire seconded the motion.

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of 2026 IRS Mileage Reimbursement Rate

The board **VOTED** to approve the motion.

Roll Call

| | |
|-------------|--------|
| M. Humphrey | Absent |
| W. Hall | Aye |
| S. Houle | Aye |
| S. Fraire | Aye |
| L. Alvarado | Aye |

VI. Education Services

A.

Approval of 2024-2025 School Accountability Report Card (SARC)

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

M. Humphrey Absent

S. Fraire Aye

L. Alvarado Aye

W. Hall Aye

S. Houle Aye

B. Approval of Instructure Learning Platform - Canvas

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Houle Aye

W. Hall Aye

S. Fraire Aye

M. Humphrey Absent

L. Alvarado Aye

C. Approval of FlexPoint Education Cloud Licenses Import

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Alvarado Aye

M. Humphrey Absent

S. Houle Aye

W. Hall Aye

S. Fraire Aye

VII. Policy Development

A. Approval of New Board Policies

S. Fraire made a motion to Bill Hall.

L. Alvarado seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

M. Humphrey Absent

L. Alvarado Aye

Roll Call

| | |
|-----------|-----|
| S. Fraire | Aye |
| S. Houle | Aye |
| W. Hall | Aye |

VIII. Organizational Structure - Annual Meeting of the Board

A. Election of the Excel Academy Charter Schools Board Officer: President

The Board tabled this item for presentation at the February 12, 2026, Regular Meeting of the Board of Directors. No formal motion or vote occurred.

B. Election of the Excel Academy Charter Schools Board Officer: Vice President

The Board tabled this item for presentation at the February 12, 2026, Regular Meeting of the Board of Directors. No formal motion or vote occurred.

C. Election of the Excel Academy Charter Schools Board Officer: Clerk

The Board tabled this item for presentation at the February 12, 2026, Regular Meeting of the Board of Directors. No formal motion or vote occurred.

D. Full Board Action in Lieu of Audit Committee, Fiscal Year 2025-2026

S. Fraire made a motion to Bill Hall.
L. Alvarado seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

| | |
|-------------|--------|
| S. Houle | Aye |
| S. Fraire | Aye |
| M. Humphrey | Absent |
| L. Alvarado | Aye |
| W. Hall | Aye |

IX. Board Comments

A. Comments

The Board's closing remarks were defined by a sense of immense pride and a celebration of the school's culture of "positive dynamism." Members applauded the organization's relentless pursuit of improvement, noting that the constant drive to "make it better" has resulted in student outcomes that significantly exceed state benchmarks—specifically by 12% in ELA and 15% in Math. They emphasized a collective spirit of support, observing that the school's success stems from a unified leadership and teaching team whose efforts have successfully differentiated Excel Academy as a top-tier

charter model, even gaining recognition in neighboring regions like Orange County. Ultimately, the Board expressed deep gratitude for the student testimonials and the leadership's vision, concluding that when any part of the school community shines, the entire organization shares in that success.

X. CEO Comments

A. Comments

Heidi closed the session with warm New Year wishes and a personal note of gratitude for board member Susan's presence. She highlighted the collective effort of the staff, offering specific thanks to Joe for his year-end fiscal work and acknowledging Jenny, Lauren, and Megan for their extensive preparation for the upcoming Admin Summit Part 2. A significant portion of her remarks focused on welcoming Jonathan Santiago, the school's new Payroll Manager. Heidi praised Jonathan's character, describing him as a diligent, smart, and exceptionally kind individual from the Chula Vista area. She concluded by looking ahead to the next board gathering, scheduled for the week of Valentine's Day.

XI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:58 AM.

Respectfully Submitted,
W. Hall

FOR MORE INFORMATION
For more information concerning this agenda, contact
Excel Academy Charter School.

Coversheet

School Highlights - Presented by Heidi Gasca, Superintendent/CEO

Section: IX. Correspondence/Proposals/Reports
Item: A. School Highlights - Presented by Heidi Gasca, Superintendent/CEO
Purpose: Discuss
Submitted by:
Related Material: EACS January 2026 Board Update.pdf



JANUARY HIGHLIGHTS



Enrollment Data

Academic Path



Personalized

17%

Virtual

64

English Learners

19

Homeless

1

Foster

180

Special Education

Student Count: 1,968



67%

TK-6th

1,327 Students



15%

7th-8th

299 Students



19%

9th-12th

342 Students

Admin Summit - 2026



The Admin team had a productive, collaborative, and meaningful time together at their yearly Admin Summit, where they planned and strategized for the 2026/27 school year.

Powered by BoardOnTrack

THE INDISPENSABLE ROLE OF MISSION, VISION, AND VALUES IN EDUCATIONAL ORGANIZATIONS

A well-defined Mission, Vision, and Values (MVV) framework is not merely a public relations tool but the essential strategic and cultural foundation upon which a successful school is built and operated. When these elements are properly articulated, they serve as the institution's moral compass, strategic roadmap, and culture-defining contract.

I. The Mission: Defining the Purpose
The Mission Statement clarifies the school's immediate purpose and describes what the organization does, for whom, and how. It provides focus, ensuring every resource, budget decision, and program implemented contributes directly to the core reason the school exists. For staff, the mission acts as a daily reminder of their collective purpose, channeling individual efforts toward shared, concrete goals like student academic growth, civic engagement, or specialized instruction.

II. The Vision: Charting the Future
The Vision Statement is a declaration of what the school aims to become in the future, creating a shared mental picture of future direction necessary to guide strategic innovation, preventing the organization

III. The Values: Governing the School
Core Values are the operational and ethical functions internally and externally that govern behavior, decision-making, establishing values (e.g., integrity, inclusivity, respect), expectations for students, staff, and faculty, and cohesive culture.



LIVE SERIES | JANUARY 28TH @ 10AM

The Superintendent Journey



Heidi Gasca
SUPERINTENDENT 

Bob Nelson
FORMER SUPERINTENDENT 

Melanie Matta
SUPERINTENDENT 

parseceducation.com/webinars



The Superintendent Journey

Event by Parsec Education

⌚ Jan 28, 2026, 10:00 AM PST

💻 Online

Heidi was invited to be on a panel for “The Superintendent Journey” webinar, part of a series by Parsec Education. This session explores the complexities and personal realities of executive leadership in school districts, including the non-linear career paths to the superintendency and the common public misconceptions about the role. This session encourages leaders to build trust, managing complex systems, and highlights the necessity of work-life balance.

Virtual Path

- Welcomed 26 new students into the Virtual Pathway!
- Held an in-person class meet-up for first graders at a local park in Brea
- Conducted state testing data dive in grade level PLCs to support Level 1 and 2 students

Secondary

- Hosted “What to Expect in High School” webinar
- Completed fall semester final exams
- Fabulous Social-Emotional Learning survey response - with 731 total responses from parents and students
- Promoted FAFSA completion
- Piloted Subject.com - held staff training



General Education Highlights

Elementary

- Curriculum Teams have completed visually appealing and informative slide decks for 13 curricula to guide parents in curriculum selection for the 26/27 school year. These will be housed on our Family Hub for years to come.
- Deep into planning an Elementary Parent Power-Up in March to provide parents with the opportunity to learn more about curriculum as well as the importance of direct instruction, and vertical alignment.
- TK Meet-up Field Trip to La Habra Children's Museum



GATE PROGRAM
WHEN THE LIGHTS GO OUT
BUILD YOUR OWN EMERGENCY POWER

OPEN TO ALL 3RD-8TH GRADERS
MATERIALS PROVIDED

Wednesday | 1/21
11:00 AM
Mission Viejo
Flo Jo Park

Thursday | 1/22
11:00 AM
Chino Hills
Pinehurst Park

CLICK THE L
PLEASE ONLY R
DEFINIT

EXCEL ACADEMY

JANUARY ZOOM DAY

Monday, Jan. 26th



- Zoom links and materials below -

9:00am
"The Mitten Math"
Grades TK-2nd
Teacher: Chrissy Del Real

10:00am
"Puzzling Pentominoes"
Grades 3rd-5th
Teacher: Becky Berry

11:00am
"Two Truths and a Lie - Math Edition"
Grades 6th-8th
Teacher: Kelly Cassaro

12:00pm
"Fun With Symmetry"
Grades K-6th
Teacher: Tisha Richardson

Community Learning

DRUM BARRACKS MUSEUM

JANUARY 29
GRADES 3-12
REGISTRATION IS OPEN!

EXCEL ACADEMY



EXCEL ACADEMY

THE CHILDREN'S MUSEUM AT LA HABRA

PUSH, PULL AND PLAY!

Jan. 21
10:00-12:30
Grades TK-3

REGISTRATION OPENS ON 11/4!





Staff Spotlight

With over 12 years at Excel Academy, Sarah continues to inspire us with her creativity and "can-do" spirit. She is a true team player—always willing to go the extra mile.

Recently, she demonstrated her "team-first" attitude by welcoming an additional student into an already full roster and putting in extra hours to ensure our ELD curriculum projects and progress reports were polished and precise. Whether providing invaluable insights during student support meetings or quietly producing high-quality work behind the scenes, Sarah's impact is felt by everyone. We are so grateful to have her expertise and heart on our team!

Professional Development in January

General Education:

- ❖ AALRR- Deep Dive on SB 848
- ❖ AALRR Ed Talk Series: SB 848
- ❖ Call to Action: California Needs a College Affordability Plan
- ❖ Ed Web: Mathematical Content Knowledge in Grades K-5



Intervention:

- ❖ Joint Foster Youth & Homeless Liaison

Special Education:

- ❖ ACSA Every Child Counts Conference

Leadership:

- ❖ ACSA Superintendents Symposium
- ❖ Guidance for the Safe and Effective Use of Artificial in California Public Schools
- ❖ Parsec Education Insights - Deep data dive into the CA Dashboard



association of
california
school administrators

Looking forward to...



We are looking forward to the next schoolwide event-Uprise! This trampoline park event will be held in 8 regions for all Excel Academy families.



Excel is hosting its first ever live talent show! Twenty-five EACS students will be showing their talents of singing, dancing, playing an instrument, and spoken word!



The Executive Team will be headed to Long Beach in February for the annual CCSA Conference!



A teacher with long dark hair is looking down at a young boy with short brown hair who is looking through a white microscope. They are in a classroom setting with other students and equipment visible in the background. A large white rectangular box with a semi-transparent blue overlay is centered over the teacher and student. Inside this box, the words "Thank you!" are written in large, bold, white, sans-serif capital letters. In the bottom right corner of the box, there is a circular logo for "EXCEL ACADEMY" featuring a graduation cap and stars, with the text "Est. 2012" and "A Public Charter Program".

Thank you!

Coversheet

Multi-Tiered System of Supports (MTSS) Presentation - Presented by Tamara Murphy, Assistant Director of Special Program

Section: IX. Correspondence/Proposals/Reports
Item: B. Multi-Tiered System of Supports (MTSS) Presentation - Presented by Tamara Murphy, Assistant Director of Special Program
Purpose: Discuss
Submitted by:
Related Material: MTSS Presentation 25_26.pdf



STUDENT SUPPORT

Multi-Tiered System of Support Update
FEBRUARY 12, 2026



The Intervention Team



Tamara Murphy, Assistant Director of Special Programs

Alison DeSchaine, Intervention Specialist

Lindsay Baker, Intervention Specialist

Carly Paulsen, Intervention Teacher & ToR

Kristen Walker, Intervention Teacher & ToR

Chrissy DelReal, Intervention Teacher & ToR

Hannah Cho, Intervention Teacher & ToR

Tisha Richardson, Intervention Teacher & ToR

WIN – WHAT I NEED



- 675 student interventions
 - reading and/or math
- INT Team sends weekly participation emails
- ToRs support & review progress each LP

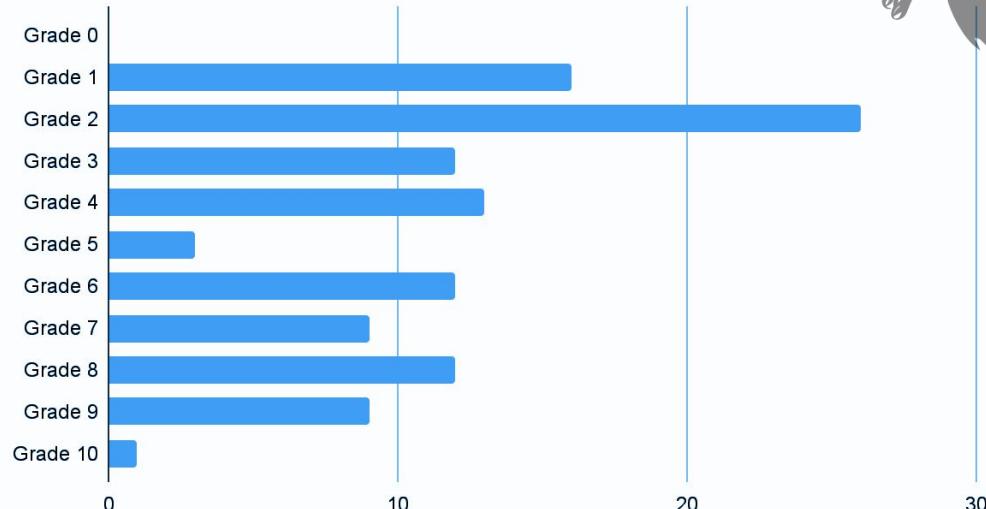


WIN & ESSENTIALS

CLASSES

- 12 classes
 - Math
 - Phonics
 - Reading Intensive
 - Comprehension

Grade Levels Served



SPECIALIZED SUPPORT



**SST Plan
(35)**

**504 Plan
(80)**



**Unhoused & Foster
(19) (1)**



SpEd Team



PARENT FEEDBACK

“Thank you for helping him throughout his time in the WIN class, we are certain it was a huge help toward his improvement. He said to tell you that he really liked using the magnet board and earning marbles, and my husband and I appreciated your kindness and patience with all the kids.”

-Parent student who reached proficiency from fall to midyear & discontinue WIN class



Intervention Team **GOALS & NEEDS**

| STUDENT OUTCOMES | IN PROGRESS |
|--|---|
| <ul style="list-style-type: none">● INCREASE STUDENT PARTICIPATION● DATA REVIEW & MTSS COLLABORATION● NEEDS ANALYSIS FOR NEXT YEAR<ul style="list-style-type: none">○ Add an Essentials ELA class○ Increase Instructional Time - WIN Classes<ul style="list-style-type: none">■ Utilize Spring Data |  A large, light blue circle containing a white checkmark icon, centered in the 'IN PROGRESS' column. |

THANK YOU!



Coversheet

State Budget Overview - Presented by Joe Sorrera, Director of Business Services

Section: IX. Correspondence/Proposals/Reports
Item: C. State Budget Overview - Presented by Joe Sorrera, Director of Business Services
Purpose: Discuss
Submitted by:
Related Material: FY2026-27 Governor's Proposed Budget.pptx.pdf

Governor's Proposals for the 2026-27 State Budget and K-12 Education

February 12, 2026



The Governor's Budget and the Economy

- The U.S. and California economies continue to grow

The U.S. gross domestic product (GDP) is preliminarily over 4%, the equities market is at new all-time highs, inflation is slowing, and consumer confidence is up slightly

Economic uncertainty remains, as stock market gains are driven by a few technology companies, along with uncertainty in federal policy related to immigration and foreign trade

The Governor's Budget is balanced in the 2026-27 fiscal year, but projects a deficit of \$22 billion in 2027-28 with shortfalls in the following two years California tax collections are outperforming projections

Governor's Budget state revenue projections assume no economic recession, nor a stock market downturn in 2026-27 as occurred in 2022

2026-27 LCFF Funding Factors

\$593,319 - New Money Annually

| Grade Span | TK-3 | 4-6 | 7-8 | 9-12 |
|--|----------|----------|----------|----------|
| 2025-26 Base Grant per ADA | \$10,256 | \$10,411 | \$10,719 | \$12,423 |
| 2.41% COLA | \$247 | \$251 | \$258 | \$299 |
| 2026-27 Base Grant per ADA | \$10,503 | \$10,662 | \$10,977 | \$12,722 |
| GSA | \$1,092 | - | - | \$331 |
| 2026-27 Adjusted Base Grant per ADA | \$11,595 | \$10,662 | \$10,977 | \$13,053 |
| 20% Supplemental Grant per ADA ¹ | \$2,319 | \$2,132 | \$2,195 | \$2,611 |
| 65% Concentration Grant per ADA ² | \$3,392 | \$3,119 | \$3,211 | \$3,818 |

TK Add-On per ADA (inclusive of COLA) \$5,679 - - -

¹Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 20% and UPP

²Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 65% and UPP above 55%

Multiyear State Budget Condition

- Although the Governor's Budget uses healthier state revenue assumptions than the Legislative Analyst's Office (LAO) in its November 2025 *Fiscal Outlook*, the state still faces a modest \$2.9 billion shortfall in 2026-27

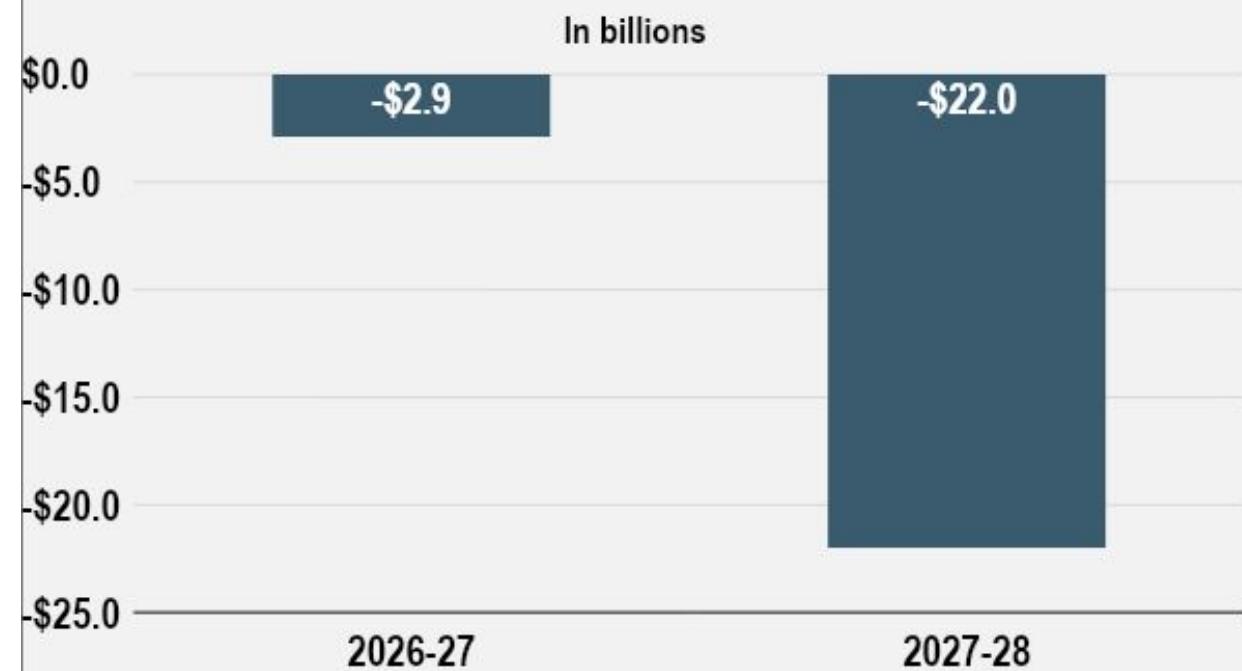
"If a [stock] market downturn of more than 20 percent—comparable to the decline of 2022—were to occur in 2026 and be sustained through the end of the year, revenue could be \$25 billion to \$30 billion below forecast within the budget window."

~ 2026-27 Governor's Budget Summary

Worsening Budget Conditions

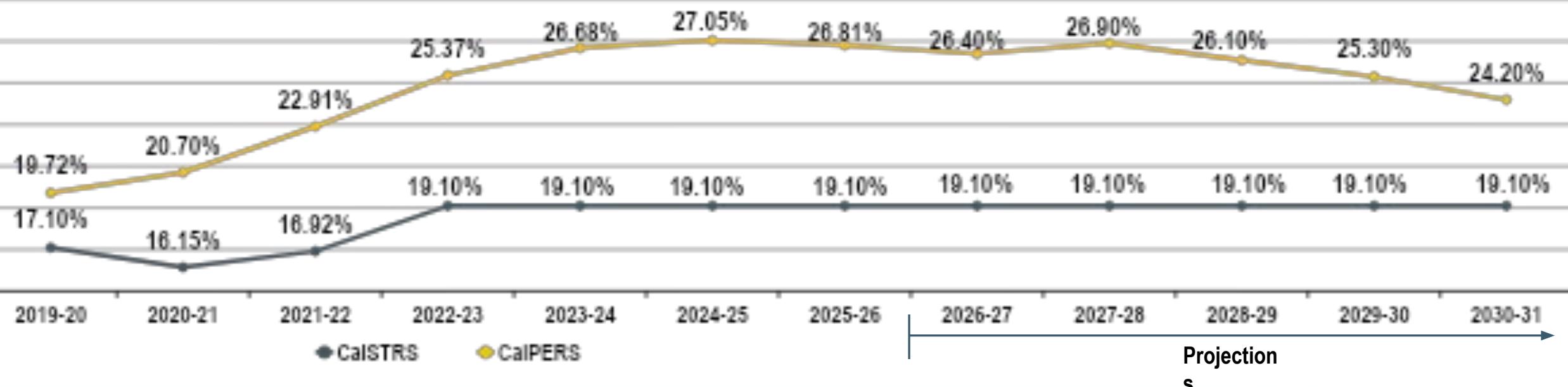
\$22 billion

with continued deficits in
2028-29 and 2029-30

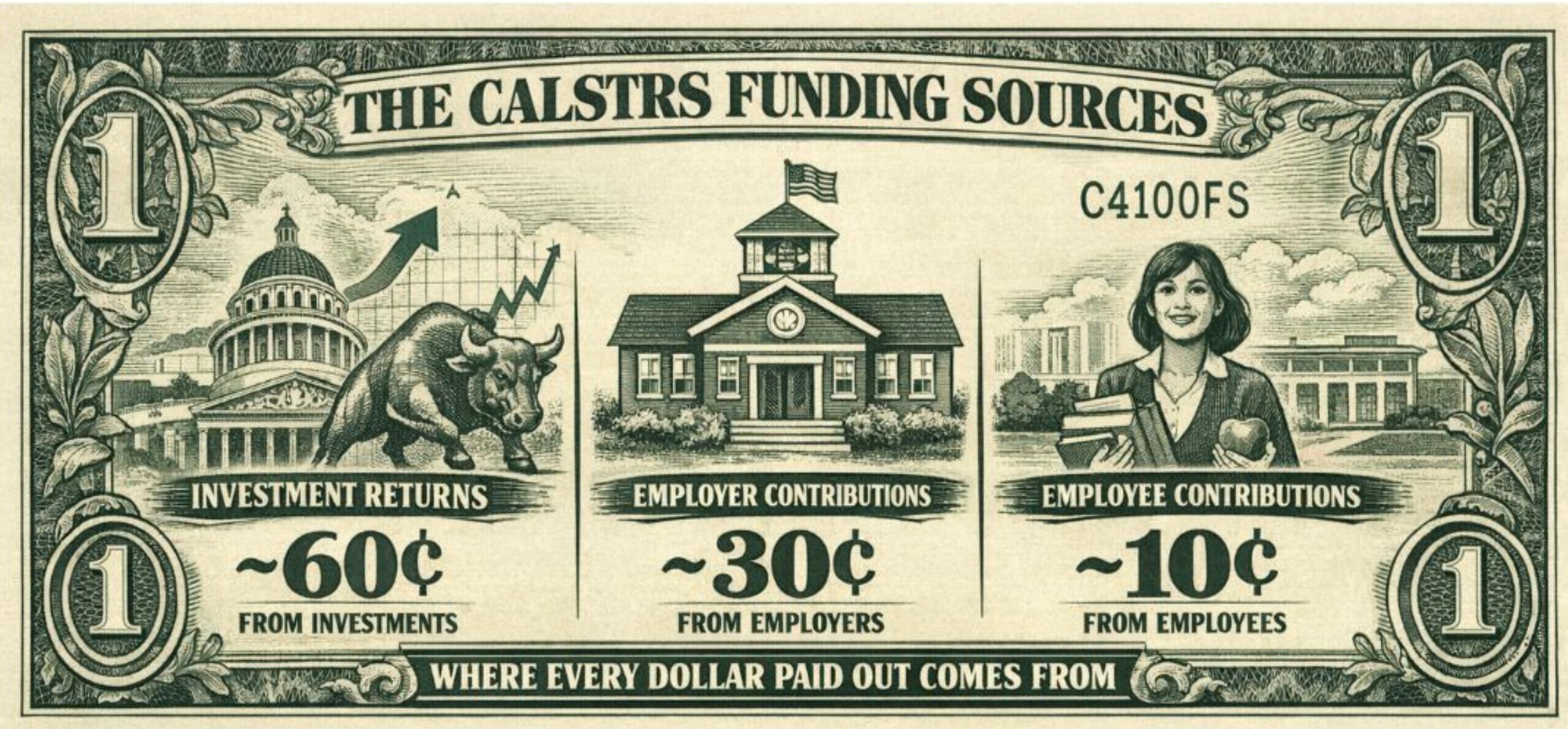


Employer Retirement Contribution Rates—Projections

- The California State Teachers' Retirement System (CalSTRS) employer contribution rate has leveled off
 - According to CalSTRS, an annual employer contribution rate of 19.10% would eliminate the employer's unfunded liability three years ahead of schedule based on the CalSTRS full funding plan
- After years of steady increases, California Public Employees' Retirement System (CalPERS) rates are projected to gradually decline from their highwater mark in 2024-25, according to revised projections released in fall 2025

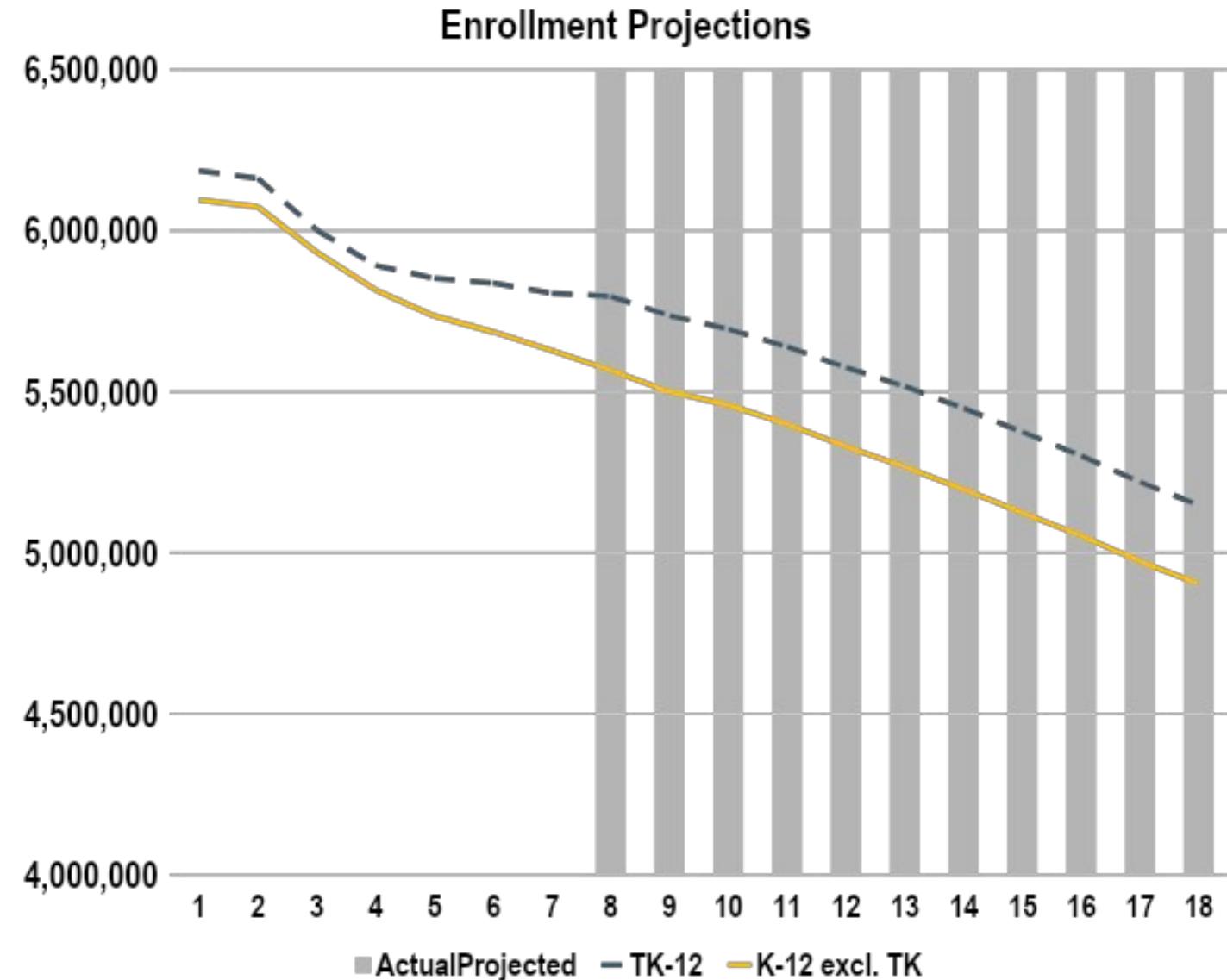


CalSTRS Funding Sources



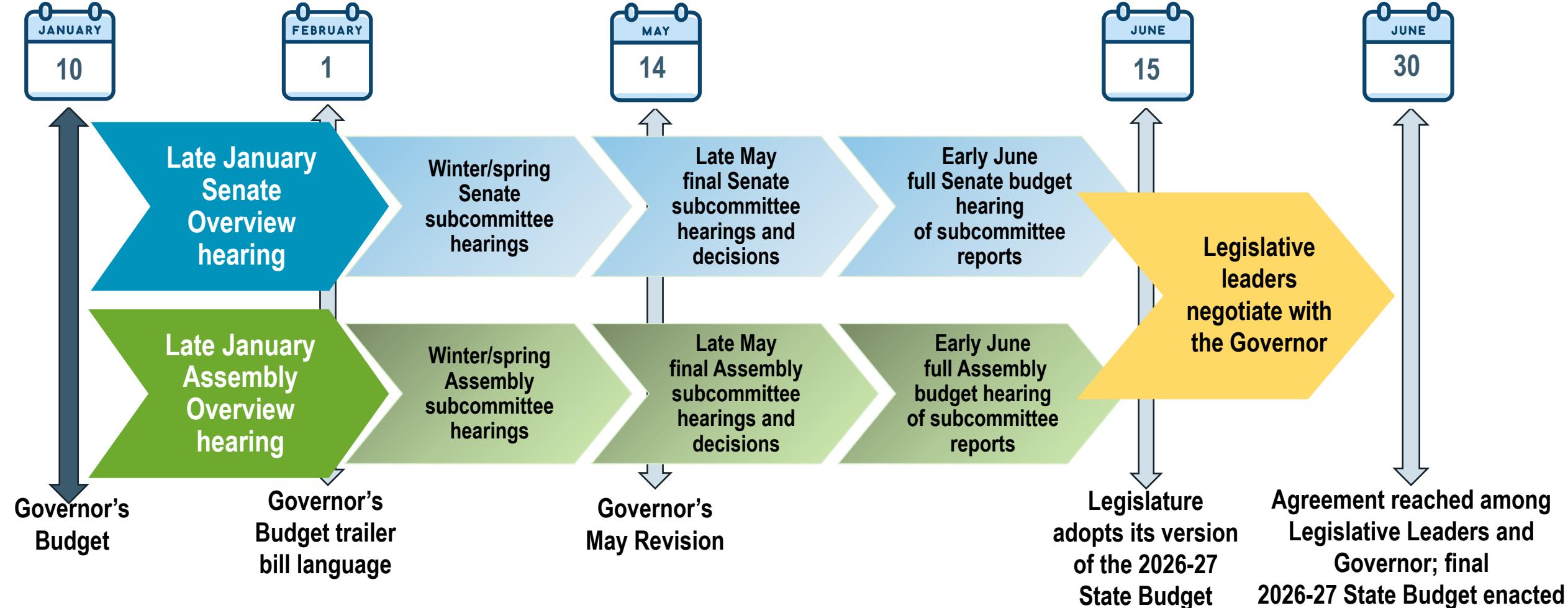
Student Enrollment Forecast

- Statewide enrollment continues to decline
- Since 2018-19, statewide enrollment has dropped 6.1%
 - By 2034-35, it is projected to decrease by 16.3%
- Implementation of TK has helped slow down the decline
 - With full implementation in 2025-26, the annual 1.0% decline is forecasted to return for the next ten years



The Road Ahead—From January to June

The next steps in the State Budget process are controlled by the Legislature, which has the responsibility to examine the Governor's proposals during budget hearings



Coversheet

LCAP Mid-Year Report - Presented by Jenny Craig, Director of Operations & Accountability

Section: IX. Correspondence/Proposals/Reports
Item: D. LCAP Mid-Year Report - Presented by Jenny Craig, Director of Operations & Accountability
Purpose: Discuss
Submitted by:
Related Material:
2026_LCAP_Mid-Year_Report_for_the_2025-26_LCAP_Excel_Academy_Charter_School_-_Warner_20260204 FINAL 2026.pdf
2026_LCAP_Mid-Year_Report_for_the_2025-26_LCAP_Excel_Academy_Charter_School_-_Helen dale_20260204 FINAL 2026.pdf
EACS - Mid-Year LCAP - Board Meeting 2-12-2026.pdf



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---------------------------------------|-------------------------------|---|
| Excel Academy Charter School - Warner | Heidi Gasca Superintendent | hgasca@excelacademy.education (949) 412-3122 |

Goal 1**Goal Description**

Excel Academy Charter School (EACS) will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|---|--|--|--|
| 1.1 | CAASPP ELA - Increase the number of students who have met or exceeded grade level proficiency by 2% each year and continue to perform above the state average. | A baseline will be developed from 2022-2023 CAASPP ELA data. 66% met or exceeded standards 19.9% standards nearly met 13.7% standards not met | 2023-2024 CAASPP Overall ELA Scores 61.7% met or exceeded standards 20.7% standards nearly met 18.6% standards not met | 2024-2025 CAASPP Overall ELA Scores 64% met or exceeded standards 21% standards nearly met 14.7% standards not met | Students meeting or exceeding standards improved by over 2% in ELA. Based on the number of students who tested, the data showed 31.8 points above standard. | Continue to increase the number of students that have met or exceeded grade level proficiency by at least 2% each year, and continue to surpass both state and county test score percentages. In addition, improve the DFS on the CA Dashboard |
| 1.2 | CAASPP Math - Increase the number of students who have met or exceeded grade level proficiency by 2% each year and continue to perform above the state average. | A baseline will be developed from 2022-2023 CAASPP Math data. 56% met or exceeded standards 25% standards nearly met 19.4% standards not met | 2023-2024 CAASPP Overall Math Scores 52% met or exceeded standards 23.8% standards nearly met 24.4% standards not met | 2024-2025 CAASPP Overall Math Scores 58.1% met or exceeded standards 23.4% standards nearly met 18.5% standards not met | Students meeting or exceeding standards increased by 6% in math. Based on the number of students who tested, the data showed 21.6 points above standard. | Increase the number of students that have met or exceeded grade level proficiency by at least 2% each year, and continue to surpass both state and county test score percentages. In addition, improve the DFS on the CA Dashboard. |
| 1.3 | i-Ready ELA - Increase the number of students who have met or exceeded grade level proficiency by 2% each year. | 2023 i-Ready ELA Fall Scores - Spring Scores Available in April ALL Tier 1: 63.2% Tier 2: 23.3% Tier 3: 13.6% | 2024 i-Ready ELA Fall Scores - Spring Scores Available in April ALL Tier 1: 60.5% Tier 2: 24.8% Tier 3: 14.6% | 2025 i-Ready ELA Fall Scores - Spring Scores Available in April ALL Tier 1: 60.9% Tier 2: 24% Tier 3: 15.2% | Increased enrollment and test takers Projected growth - 15% growth with students on or above grade level by spring based on historical data. Focus to improve students' written | Increase the number of students who have met or exceeded grade level proficiency in the spring by 5% each year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|--|--|--|---|
| | | English Learners Tier 1: 38.2% Tier 2: 38.2% Tier 3: 23.5% | English Learners Tier 1: 35.1% Tier 2: 35.1% Tier 3: 29.7% | English Learners Tier 1: 40.5% Tier 2: 29.7% Tier 3: 29.7% | expression across all grade level. | |
| | | Socio-Economically Disadvantaged Tier 1: 50.7% Tier 2: 29.4% Tier 3: 19.9% | Socio-Economically Disadvantaged Tier 1: 54.1% Tier 2: 26.4% Tier 3: 19.5% | Socio-Economically Disadvantaged Tier 1: 51.3% Tier 2: 27.3% Tier 3: 21.4% | | |
| | | Students With Disabilities Tier 1: 31% Tier 2: 27.4% Tier 3: 41.7% | Students With Disabilities Tier 1: 25.6% Tier 2: 29.1% Tier 3: 45.3% | Students With Disabilities Tier 1: 24.1% Tier 2: 30.1% Tier 3: 45.8% | | |
| 1.4 | i-Ready Math - Increase the number of students that have met or exceeded grade level proficiency by 2% each year. | 2023 i-Ready Math Fall Scores ALL Tier 1: 50.3% Tier 2: 33% Tier 3: 16.7% | 2024 i-Ready Math Fall Scores - Spring Scores Available in April ALL Tier 1: 48.7% Tier 2: 34.3% Tier 3: 17.1% | 2025 i-Ready Math Fall Scores - Spring Scores Available in April ALL Tier 1: 47.4% Tier 2: 34.7% Tier 3: 17.9% | Increased enrollment and test takers Projected growth -15% growth with students on or above grade level by spring based on historical data Focus to improve students' written expression across all grade levels | Increase the number of students who have met or exceeded grade level proficiency in the spring by 5% each year. |
| | | English Learners Tier 1: 33.3% Tier 2: 47.2% Tier 3: 19.4% | English Learners Tier 1: 27% Tier 2: 32.4% Tier 3: 40.5% | English Learners Tier 1: 21.6% Tier 2: 45.9% Tier 3: 32.4% | | |
| | | Socio-Economically Disadvantaged Tier 1: 40.5% Tier 2: 33.8% Tier 3: 25.7% | Socio-Economically Disadvantaged Tier 1: 43.3% Tier 2: 33.7% Tier 3: 22.9% | Socio-Economically Disadvantaged Tier 1: 41.2% Tier 2: 33.7% Tier 3: 25.1% | | |
| | | Students With Disabilities Tier 1: 27.1% Tier 2: 23.5% Tier 3: 49.4% | Students With Disabilities Tier 1: 19.8% Tier 2: 27.9% Tier 3: 52.3% | Students With Disabilities Tier 1: 23.5% Tier 2: 23.5% Tier 3: 52.9% | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|--|--|---|---|
| | | | | | | |
| 1.5 | Increase ELPAC levels annually | 2022-2023 Overall Excel Academy Charter School - Summative ELPAC Data Results 19.2% Well Developed 53.8% Moderately Developed 15.3% Somewhat Developed 11.5% Beginning Stage Outscored the state percentages of well developed test takers | 2023-2024 Overall Excel Academy Charter School - Summative ELPAC Data Results 38.1% Well Developed 42.8% Moderately Developed 14.2% Somewhat Developed 4.7% Beginning Stage Outscored the state percentages of well developed test takers | 2024-2025 Overall Excel Academy Charter School - Summative ELPAC Data Results 39.3% Well Developed 42.4% Moderately Developed 12.1% Somewhat Developed 6% Beginning Stage Outscored the state percentages of well developed test takers | Student progress will be determined after 2026 Summative ELPAC test scores are available. Based on collected data and a significant increase in English learners, EACS anticipates outscoring the state percentages of well developed test takers. | Increase number of RFEP students annually based on the Summative ELPAC score reports - increase by 2% |
| 1.6 | State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials | Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes | Goal to Achieve Subpriority - Ensure full implementation of California State Standards and English Language Development (ELD) standards to support English learners in accessing grade-level academic content while developing English language proficiency. | Goal to Achieve Subpriority - Ensure full implementation of California State Standards and English Language Development (ELD) standards to support English learners in accessing grade-level academic content while developing English language proficiency. | Student progress will be determined after 2025 Summative ELPAC test scores are available. Measurable Outcomes - Teachers consistently implement standards-aligned and ELD-aligned instruction for English learners English learners demonstrate progress toward grade-level academic standards and English language proficiency on coursework, assessments, and goal setting | Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|---|---|-----------------------|---|
| 1.7 | State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | Met expectations | 100% of teachers are appropriately credentialed for the courses they teach. |
| 1.8 | State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials | 0% Students lacking textbooks and other instructional materials | 0% Students lacking textbooks and other instructional materials | 0% Students lacking textbooks and other instructional materials | Met expectations | 0% Students lacking textbooks and other instructional materials |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
| 1.1 | Student Achievement 1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the CA Dashboard and accountability systems | No | Fully Implemented | 2025 CAASPP and i-Ready data have been analyzed to determine the next steps to provide necessary resources and interventions for students performing below grade level. | A deep analysis of the CA Dashboard took place to determine the ELA and math domains to focus on within each student group, in addition to the necessary growth needed to see movement and progress from DFS. | \$0.00 | \$0 |
| 1.2 | Student Monitoring 1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like the "What I | Yes | Fully Implemented | 2025 CAASPP, Summative ELPAC, and i-Ready benchmark data have been analyzed to determine the | Students in grades K-11 take the i-Ready diagnostic assessments in ELA and math in the fall and spring. Students performing below | \$105,799.00 | \$52,177 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|---|----------------------|-----------------------|
| | Need" WIN intervention program to provide instruction and resources to promote academic growth, in addition to social-emotional awareness classes and character building. | | | <p>next steps to provide necessary resources and interventions for students performing below grade level.</p> <p>Teachers were tasked with analyzing score reports of their students on their rosters to determine what areas within the ELA and math domains need to be prioritized.</p> <p>After analyzing the 2025 CAASPP data and reviewing the CA Dashboard, EACS has identified the need to look closely at all students who are performing at a Level 1 - "standards not met" and Level 2 - "standards nearly met." EACS is conducting a deeper analysis of the students</p> | <p>grade level have the opportunity to take an additional diagnostic in the winter to verify progress. Students are tested on their reading fluency twice a year, and TK students are tested on letter sounds and names twice per year. TK students take a beginning and end of the year assessment.</p> <p>Teachers are focusing on math skill checks during monthly meetings and modeling instructional strategies. EL students are engaged in ELD curriculum and live instruction throughout the week that focuses on building language fluency in reading, writing, listening, and speaking.</p> <p>Students with IEPs meet with their teachers and Case Managers on a regular basis to monitor growth.</p> <p>All students are provided with equity based instruction across all classes/subjects.</p> <p>EACS is in the process of evaluating a writing program that offers</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|--|---|----------------------|-----------------------|
| | | | | who scored at levels 1 and 2 to better understand what may be contributing to the decline or lack of progress. There are many variables that can influence student performance, so it's essential that EACS looks beyond the test scores. Factors such as student groups, home support, curriculum access, level of disability, language fluency, and other contextual challenges may all play a role. By examining these elements, EACS can gain a more complete picture of what students are experiencing and identify what supports are truly needed in order to make progress. | benchmark assessments to determine areas of strength and learning gaps. | | |
| 1.3 | Broad Course of Study | No | Fully Implemented | All students are provided | Work samples are collected to | \$13,963,655.00 | \$5,195,870 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|---|----------------------|-----------------------|
| | <p>1.3 All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content. (All Students)</p> <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum • UPK - TK students' instructional support | | | <p>with a broad course of study and equity based instruction that is approved and monitored by the assigned teacher. Curriculum is vetted and properly paced for each student, and adjustments are made as needed to meet the needs of each individual student.</p> | <p>determine the progress students are making and to ensure that they are meeting grade level standards and expectations. Students who are falling below grade level are placed in the intervention program and provided with individualized resources and supplements that are designed to meet their academic needs. Consistent monitoring by the intervention department and teacher takes place to measure student progress and to provide support and guidance when necessary.</p> | | |
| 1.4 | <p>Professional Development</p> <p>1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+ APLUS+ are a few examples of the ongoing training that are available.</p> | No | Fully Implemented | <p>The EACS staff has a plethora of opportunities to participate in ongoing internal and external professional development which includes conferences related to individual job related positions and duties.</p> | <p>Quantitative data include the number of PD sessions and hours completed, staff participation rates, and measurable implementation or student progress outcomes related to WIN and ELD. Qualitative data include staff feedback, classroom observations, and instructional artifacts showing effective use</p> | \$85,573.00 | \$43,638 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | | | | Information acquired is disseminated to the staff in order to stay informed of the latest educational trends, policies, and procedures. | of goal-setting, pacing, and intervention strategies. | | |
| 1.5 | Parent Training 1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, Parent Power-Up, and teacher parent training. | Yes | Fully Implemented | EACS provides opportunities for parents to learn instructional strategies to engage and assist students with learning. In addition, EACS continues to provide ongoing parent training (i.e. cyber safety, equity based instruction across ELA and math domains, curriculum guidance, supporting attention and focus challenges, written expression, etc.). | Quantitative data include the number of parent trainings and workshops offered, attendance rates at ELAC meetings, Parent Summit, and school events, and usage data for parent portals and webinars. Qualitative data include parent surveys, feedback from meetings and workshops, and documentation showing increased parent understanding of EL progress, reclassification, and available academic resources. | \$15,624.00 | \$3,419 |
| 1.6 | Grade Level Curriculum and Instruction 1.6 Students will be provided with grade level curriculum and instructional strategies connected to the grade-level curriculum to | No Yes | Fully Implemented | Students have been provided with ongoing | Quantitative data include student participation rates in grade-level curriculum, | \$47,824.00 | \$22,964 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. Students will be held accountable to stay on task using pacing guides and teacher support. Also, students will have opportunities to participate in community events and field trips that will enhance their academic and social emotional well being and overall growth.. | | | instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. | pacing guide completion, attendance at community events and field trips, and academic or SEL growth measures. Qualitative data include observations, student work samples, teacher feedback, and reflections demonstrating student engagement, higher-order thinking, communication skills, and social-emotional development. | | |
| 1.7 | Student Monitoring and Support 1.7 Identify, support, and monitor students performing one or more years below grade level through the "What I Need" (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed teacher. Students who are performing below grade level on the fall i-Ready assessments will have the opportunity to take the mid-year i-Ready assessment(s). Implementation of English Learner (EL) English language development (ELD) curriculum and direct instruction helps guide progress for EL students. Implementation of the Write Score pilot writing program is in place as a trial program to enhance written expression. GATE testing, the Amira Reading Difficulties Screener, and Care Solace are also implemented to offer support to students. | No Yes | Fully Implemented | Students have been identified, supported, and monitored through the WIN intervention program, and receive direct support from their assigned teacher(s). | Quantitative data include the number of students participating in WIN interventions, weekly attendance in intervention sessions, i-Ready assessment scores (fall and mid-year), EL progress data, participation in Write Score, GATE testing results, Amira screener outcomes, and usage of Care Solace services. Qualitative data include teacher observations and progress notes, student work samples, reflections on intervention effectiveness, and feedback from teachers, students, and parents regarding | \$219,136.00 | \$119,659 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| | | | | | academic and socio-emotional support. | | |
| 1.8 | Needs Assessment and Data Analysis 1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions. | No Yes | Fully Implemented | Data analysis continues throughout the year on both internal and state assessments to drive policies, curriculum, and program decisions to ensure that students are making progress. EACS relies on the assessment dashboard created by Parsec Education that includes data on the i-Ready internal assessments, the CAASPP assessments across all identified subjects and subgroups, and ELPAC assessment results. | Quantitative data include student performance scores on internal and state assessments, growth trends over time, and measurable outcomes used to inform curriculum and program adjustments. Qualitative data include teacher and administrator reflections on data findings, meeting notes documenting policy or curriculum decisions, and analyses explaining how data guided instructional and programmatic changes. | \$13,528.00 | \$1,674 |

Goal 2**Goal Description**

Excel Academy Charter School (EACS) will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|---|--|---|---|
| 2.1 | Maintain or decrease chronic absenteeism rate of .01% | A baseline will be developed from 2022-2023 data . 0.8% Chronically Absent - Blue on CA Dashboard Number of students - 930 | 2023 - 2024 Data 1.4% Chronically Absenteeism - Green on CA Dashboard - Number of Students 864 | 2024-2025 Data 1.2% Chronically Absenteeism - Blue on CA Dashboard - Number of Students 882 | Teachers are monitoring their students consistently throughout each learning period by providing the necessary guidance and support to ensure students are on task and completing assignments aligned with the pacing guides. Students who are falling below expectations receive progress improvement notifications indicating next steps for improvement. SST meetings are held to address concerns and to provide the parents/guardians and students support. The SST team evaluates potential interventions and additional resources that may need to be put into place for the student to be successful in the charter school. | Continue to maintain or decrease Chronic Absenteeism rate of .01% to remain Blue on the CA Dashboard. |
| 2.2 | Strive for 0% expulsion rate each year | A baseline will be developed from 2022-2023 data . | 2023-2024 Data | 2024-2025 Data | Mid-year data indicates zero expulsions. | Maintain 0% expulsion rate each year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|---|---|---|---|---|
| | | 0% Expulsion Rate | 0% Expulsion Rate | 0% Expulsion Rate | | |
| 2.3 | Strive for 0% suspension rate each year | A baseline will be developed from 2022-2023 data. 0% Suspension Rate | 2023-2024 Data 0% Suspension Rate | 2024-2025 Data 0% Suspension Rate | Mid-year data indicates zero suspensions. | Maintain 0% suspension rate each year . |
| 2.4 | State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | Mid-year data indicates 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|-----------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
| 2.1 | School Climate and Student Engagement 2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides. | No | Fully Implemented | Consistent communication is provided to parents/guardians to ensure that students are held accountable to meet the requirements set by EACS. The school climate and student engagement action is fully implemented. | Quantitative data include attendance rates, number of signed Master Agreements/AORs, PIN notices sent, teacher-student check-ins, and pacing guide completion. Qualitative data include parent and student feedback, teacher reflections, and observations of student engagement and participation. | \$58,184.00 | \$25,881 |
| 2.2 | Certificated and Classified Salaries and Benefits | No | Fully Implemented | The recruitment and | Staff is evaluated mid-year and at the | \$170,228.00 | \$91,972 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|---|----------------------|-----------------------|
| | 2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits. | | | retention of highly qualified multiple and single subject teachers and classified staff is fully implemented. | end of the school year to ensure that they are meeting expectations. | | |
| 2.3 | Educational Partner Communication 2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families. | No Yes | Fully Implemented | Educational partner communication remains a high priority and is fully implemented at EACS. | Surveys, SSC, ELAC, PAC, and learning period meetings, social media platforms, emails, and newsletters are various ways in which an open line of communication is implemented. | \$194,330.00 | \$70,527 |
| 2.4 | Technology 2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed. | No Yes | Fully Implemented | Technology is made available to meet the needs of students (i.e. DocCam, computers, hotspots). | Quantitative data include the number of devices purchased, student access rates, and professional development hours provided. Qualitative data include teacher and student feedback, observations, and reflections on how technology supports engagement and 21st-century skills. | \$186,237.00 | \$13,841 |
| 2.5 | Professional Development 2.5 Professional development in cultural awareness. | No | Fully Implemented | Professional development in cultural | ELAC Meetings - Inviting students, parents, and staff to share about their | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|--|---|----------------------|-----------------------|
| | | | | awareness and equity based instruction is a priority at EACS and is an area of continued growth. EACS will continue to hold trainings on this topic. | cultures Staff Meetings - Providing equity based instruction - focus on cultural awareness | | |

Goal 3**Goal Description**

Excel Academy Charter School (EACS) will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|--|---|---|---|---|
| 3.1 | <p>State Local Indicator Priority 3: Participation/Input Rates Parent and student engagement survey results Monthly parent pulse surveys</p> <p>Learning Period (LP) meeting/conferences - participation records Attendance logs from in person and virtual parent meetings, workshops, and information sessions</p> <p>Parent communication (emails, phone calls, messaging platforms)</p> <p>Website and learning platform usage data related to parent access</p> | <p>Baseline set 2022-2023 Maintain or increase by 2%</p> | <p>Year 1 Outcome - 2023-2024 351 Responses from Educational Partners</p> <p>There were more responses that impacted the overall percentages. With a 98% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in March/April of 2025.</p> | <p>Year 2 Outcome - 2024-2025 287 Responses from Educational Partners</p> <p>There were more responses that impacted the overall percentages. With a 98% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in April of 2026.</p> | <p>The annual LCAP survey will be provided in April.</p> | <p>Parental participation in conferences, meetings, and school communication activities is maintained or increases year over year.</p> <p>Families report increased understanding of academic expectations, attendance requirements, and available school supports</p> <p>Increase engagement of English Learner families in school planning and decision-making by providing targeted outreach, language-accessible communication, and culturally responsive engagement opportunities.</p> |
| 3.2 | State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results | | Overall Satisfaction Report: Based on 351 parent/guardian responses: | Overall Satisfaction Report: Based on 287 parent/guardian responses: | Mid-year survey data is not yet available. Surveys are administered in April, | Maintain or increase survey responses and respondents by 2% each year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------------------------------------|----------|---|---|--|-------------------------------|
| | Maintain or increase by 2% each year | | <p>98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)</p> <p>98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)</p> | <p>99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.</p> <p>100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.</p> <p>95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.</p> <p>97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.</p> <p>99.7% of survey respondents agree</p> | with results to be reported in the end-of-year outcome data. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|--|--|-----------------------|-------------------------------|
| | | | <p>Meaning: Overall high satisfaction rate with the school program.</p> <p>Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.</p> | <p>that Excel Academy's vision and mission are clear and understandable.</p> <p>98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.</p> <p>Meaning: Overall high satisfaction rate with the school program.</p> <p>Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.</p> | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---------------------------------|--|---|---|---|---|
| | | | | | | |
| 3.3 | Safety Plan Review and Training | Annual Review/Updates and Training Dates | The Comprehensive School Safety Plan has been reviewed and implemented for the current school year. Staff have been trained on safety procedures. Ongoing monitoring and updates will continue through the end of the year. | The Comprehensive School Safety Plan has been reviewed and implemented for the current school year. Staff have been trained on safety procedures. Ongoing monitoring and updates will continue through the end of the year. | The Comprehensive School Safety Plan has been reviewed and implemented for the current school year. Staff have been trained on safety procedures. Ongoing monitoring and updates will continue through the end of the year. | A consistent plan and review process is in place. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 3.1 | Educational Partner Engagement 3.1 EACS will seek parent input and assess our level of educational partner engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input. | No | Fully Implemented | EACS is proud of the engagement opportunities that is provided to all Educational Partners. Building trust, transparency, and partnerships are vital to the success of all students and the success of the school. | Implemented Possip surveys are provided to parents and staff each month. Feedback is analyzed and discussed with the cabinet and brought to the leadership team for additional input. Next steps are put into place to address questions, concerns, and celebrations. Transparent and streamlined communication is a priority for the success of the students, staff, and overall school | \$0.00 | \$0 |
| 3.2 | Educational Partner Partnerships 3.2 EACS will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and | No Yes | Fully Implemented | Intervention and assigned credentialed | ELA and math data is desegregated and analyzed. Student goal setting is implemented | \$136,558.00 | \$71,198 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | engaging parents in the participation of timely interventions to ensure student support and success. | | | teachers are in constant communication with parents to ensure that student academic and social needs are being met. Interventions and monitoring are in place for students who need additional support. | throughout the year to build self-efficacy and promote growth. Surveys are provided to students and parents (i.e. SEL, intervention, SPED, ELD feedback), as well as progress reports and report cards to keep parents and students aware of growth and learning gaps. Parents and students participate in learning period meetings and conferences. | | |
| 3.3 | School Climate 3.3 EACS will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment. | No Yes | Fully Implemented | EACS provides a positive, inclusive, and welcoming learning environment. A survey will be provided to parents and students in the spring. Results from the annual survey will help the leadership team determine if any changes need to be made for the remainder of the school year and the 26-27 school year. | Quantitative data include survey results on school climate, number of reported incidents, and participation rates in community or school engagement activities. Qualitative data include parent, student, and teacher feedback, focus group insights, and observations of classroom and school interactions that reflect a safe and inclusive environment. | \$67,456.00 | \$47,354 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| 3.4 | Student Services 3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students. | No | Fully Implemented | Content and Community Providers are held to high expectations and are monitored to ensure they are following standard protocol to ensure the safety of all students. | Quantitative data include the number of new Content and Community Providers vetted, background checks completed, and curriculum standards reviewed for alignment. Qualitative data include documentation of the vetting process and notes ensuring providers meet safety and standards requirements. | \$209,658.00 | \$122,789 |
| 3.5 | School Climate and School Safety 3.5 EACS will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans. | No | Fully Implemented | Human resources works diligently to ensure that EACS maintains a safe learning environment with an effective school-wide safety plan in place. Extensive training is provided and required by all staff to be completed at the beginning of each school year. | Quantitative data include the number of staff trained, training hours completed, and percentage of staff who completed safety training. Qualitative data include staff feedback on the training and observations of how staff apply safety procedures in the school environment. | \$0.00 | \$0 |
| 3.6 | Communication and Translation Services 3.6 EACS will provide notices, reports, statements, or records sent to a student, | Yes | Fully Implemented | Translated school | Quantitative data include the number of documents translated | \$980.00 | \$454 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| | parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by clerical staff. | | | communications are sent to families in their language for all who need language barriers broken or upon request. On Demand Alboum translation and interpretation service is utilized for video and/or audio interpretation conference calls. Teachers who are bilingual are available for translation as needed. | and the number of translation requests fulfilled. Qualitative data include parent and student feedback on the clarity and accessibility of the translated materials. | | |
| 3.7 | School Operating Services 3.7 EACS' operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Superintendent, administration, and the school leadership team. | No | Fully Implemented | The school operating services action is fully implemented. | Quantitative data include the number of meetings, reports, and operational tasks completed. Qualitative data include leadership notes and feedback on school management and oversight. | \$0.00 | \$0 |

Goal 4**Goal Description**

Excel Academy Charter School (EACS) will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all educational partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|---|--|---|---|
| 4.1 | <p>Graduation Rate - Review graduation cohort data, credit completion records, and student transcripts. Progress will be monitored using the student information system and annual graduation reports.</p> <p>Dropout Rate - Review enrollment, withdrawal, and completion records; attendance data; and credit accrual reports. Progress will be monitored through the student information system, CALPADS data, and annual dropout reports.</p> | Baseline 2023 CA Dashboard Data - 97.7% graduated, number of students = 44 (Blue - color assigned on the dashboard) | 2024 CA Dashboard Data - 83.3% graduated, number of students = 42 (Orange - color assigned on the dashboard) | 2025 CA Dashboard Data - 91.2% graduated, number of students = 57 (Green color assigned on the dashboard) - Increased 7.9% | Graduation rate data is finalized at the end of the school year; therefore, mid-year outcomes reflect on track status rather than a final rate. | Increase the graduation rate and decrease the dropout rate from prior year levels. |
| 4.2 | <p>Access to a Broad Curriculum: Review master schedules, course of study documentation, and course enrollment data disaggregated by subgroup. Progress monitored through enrollment audits and periodic data review.</p> <p>College/Career - CA Dashboard Career Technical Education (CTE) Participation</p> | <p>College/Career - Baseline from 2023 CA Dashboard Data - Prepared 31.8% - 44 students - (no color on the dashboard)</p> <p>Develop a baseline for CTE participants and UC/CSU preparedness - Increase in CTE Program Participation</p> | <p>College/Career - Baseline from 2024 CA Dashboard Data - Prepared 33.3% - 42 students - (Orange - color on the dashboard)</p> | <p>College/Career - Baseline from 2025 CA Dashboard Data - Prepared 50.9% - 57 students - (Green - color on the dashboard) - Increased 17.5%</p> | <p>As of mid-year, students in grades 9-12 demonstrate progress toward college and career readiness based on enrollment in A-G aligned courses and CTE pathways. Final preparedness rates are determined upon graduation.</p> | <p>Increase the CTE participants and students who are UC/CSU prepared.</p> <p>All students are enrolled in and have access to required courses, including A-G, CTE, and other courses prescribed by the governing board. Enrollment gaps for unduplicated students and students with exceptional needs are reduced.</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|--|---------------------------------------|---------------------------------------|---|--|
| 4.3 | <p>Access to a Broad Curriculum: Review master schedules, course of study documentation, and course enrollment data disaggregated by subgroup. Progress monitored through enrollment audits and periodic data review.</p> <p>College/Career Prepared</p> <p>Pupils enrolled in and completion of A-G courses required for UC/CSU Admission</p> | <p>Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission</p> <p>Establish a baseline from the collected data of graduates who completed the requirements from UC/CSU admission</p> | 2023-2024 - CTE Program Participation | 2024-2025 - CTE Program Participation | <p>Mid-year outcome data is not available as A-G completion data is finalized at the end of the graduation cycle. Data collection is in progress.</p> | <p>Increase number of students enrolled in A-G courses required for UC/CSU Admission.</p> <p>All students are enrolled in and have access to required courses, including A-G, CTE, and other courses prescribed by the governing board. Enrollment gaps for unduplicated students and students with exceptional needs are reduced.</p> |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| 4.1 | <p>College and Career Readiness and Career Technical Education</p> <p>4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.</p> | No Yes | Fully Implemented | <p>The College and Career Readiness and Career Technical Education action is fully implemented. The Secondary Department developed and introduced new CTE courses/pathways.</p> | <p>Quantitative data include the number of CTE courses developed, student enrollment in CTE pathways, and program completion rates. Qualitative data include student and teacher feedback on course relevance and effectiveness.</p> | \$18,536.00 | \$8,795 |
| 4.2 | High School Graduation | No | Fully Implemented | Every 8th grader will | Quantitative data include the number of | \$302,352.00 | \$137,973 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | 4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school. | Yes | | meet with a counselor for academic course guidance. Workshops are offered for parents and students to transition smoothly from middle to high school. | 8th graders meeting with counselors and attendance at transition workshops. Qualitative data include student and parent feedback on the guidance sessions and workshops. | | |
| 4.3 | High School Curriculum and Instruction 4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness. | No | Fully Implemented | Training and support documents were provided that show how the curriculum aligns to common core standards. Teachers used these to guide curriculum selection and identify additional resources to ensure all standards are fully covered. Teachers are checking math skills at each LP meeting by watching students complete math | Quantitative data include the number of training and support documents provided, teacher participation in LP meetings, student progress in math skills, and enrollment in Pre-Algebra and Algebra support classes. Qualitative data include teacher observations, use of instructional strategies during LP meetings, and feedback on curriculum alignment and intervention effectiveness. | \$880,054.00 | \$213,633 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|---|--|----------------------|-----------------------|
| | | | | <p>in real time and providing instruction strategies and support when needed.</p> <p>EACS expanded math interventions to include two support classes - Pre-algebra and Algebra to help support students scoring approximately one year below grade level.</p> <p>EACS continues to provide live, weekly drop-in homework support and access to 24/7 tutoring support.</p> <p>All live classes now include project-based learning opportunities for deeper learning and curricular engagement.</p> | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|---|----------------------|-----------------------|
| | | | | <p>New curriculum is vetted using specific guidelines to maintain rigor and meet the state standards.</p> <p>Parents are provided with updated curriculum menus of our top recommendations, which were reviewed for rigor and to make sure that they promote college and career readiness.</p> | | | |
| 4.4 | <p>Testing</p> <p>4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.</p> | Yes | Fully Implemented | <p>All students required to take the CAASPP are provided with test prep packets, online practice tests, test prep sessions with credentialed teachers, and access to CAASPP bootcamps provided by vetted CCPs.</p> | <p>Quantitative data include the number of students using test prep packets, online practice tests, and attending test prep sessions. Qualitative data include student and teacher feedback on the effectiveness of the test prep materials and sessions.</p> | \$16,859.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 4.5 | Testing 4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship. | Yes | Fully Implemented | Advanced placement exam costs are provided for low-income and foster youth who are experiencing financial hardship. | Quantitative data include the number of low-income and foster youth receiving coverage for AP exam costs. Qualitative data include student feedback on how the support impacted their ability to take exams and access advanced coursework. | \$0.00 | \$0 |
| 4.6 | A-G and Career Technical Education Courses 4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses. | No | Fully Implemented | EACS expanded A-G course offerings to include a plethora of AP courses. EACS increased A-G course offerings to include additional elective courses. EACS has students enrolled in concurrent enrollment college courses. | Quantitative data include the number of AP and elective courses offered and student enrollment in A-G and concurrent college courses. Qualitative data include student and teacher feedback on course relevance, rigor, and preparation for college. | \$27,945.00 | \$0 |
| 4.7 | Needs Assessment - Data Analysis 4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support. | No | Fully Implemented | 1st-8th graders are part of the schoolwide Tier 2 intervention program where students fill gaps through asynchronous | SST meetings are available for planning targeted interventions and growth monitoring. | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|--|--|----------------------|-----------------------|
| | | | | <p>personalized programs. In addition, targeted small group instruction is provided to students based on i-Ready data in reading comprehension, phonics, and math. 8th graders testing one year below grade level in math participate in a high-school preparatory course to ensure readiness for high school algebra. These students have the opportunity to continue in a supported algebra class once in high school.</p> | | | |

Impact to the Budget Overview for Parents

| Item | As adopted in Budget Overview for Parents | Mid-Year Update |
|--|---|-----------------|
| Total LCFF Funds | 12,942,455 | 13,884,948 |
| LCFF Supplemental/Concentration Grants | 1,052,072 | 1,174,466 |



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|-------------------------------|---|
| Excel Academy Charter School - Helendale | Heidi Gasca Superintendent | hgasca@excelacademy.education (949) 412-3122 |

Goal 1**Goal Description**

Excel Academy Charter School (EACS) will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|--|---|---|---|
| 1.1 | CAASPP ELA - Increase the number of students who have met or exceeded grade level proficiency by 2% each year and continue to perform above the state average. | A baseline will be developed from 2022-2023 CAASPP ELA data. 60% met or exceeded standards 22% standards nearly met 18% standards not met | 2023-2024 CAASPP Overall ELA Scores 54.6% met or exceeded standards 19.7% standards nearly met 25.7% standards not met | 2024-2025 CAASPP Overall ELA Scores 57% met or exceeded standards 20.5% standards nearly met 22.4% standards not met | Students meeting or exceeding standards improved by over 2% in ELA. Based on the number of students who tested, the data showed 10.1 points above standard. | Continue to increase the number of students that have met or exceeded grade level proficiency by at least 2% each year, and continue to surpass both state and county test score percentages. In addition, improve the DFS on the CA Dashboard. |
| 1.2 | CAASPP Math - Increase the number of students who have met or exceeded grade level proficiency by 2% each year and continue to perform above the state average. | A baseline will be developed from 2022-2023 CAASPP Math data. 48% met or exceeded standards 28% standards nearly met 24% standards not met | 2023-2024 CAASPP Overall Math Scores 48.6% met or exceeded standards 21.4% standards nearly met 30.1% standards not met | 2024-2025 CAASPP Overall Math Scores 47.1 % met or exceeded standards 22.7% standards nearly met 30.2% standards not met | Students meeting or exceeding standards declined by 1% in math. Based on the number of students who tested, the data showed 9.9 points below standard. | Increase the number of students that have met or exceeded grade level proficiency by at least 2% each year, and continue to surpass both state and county test score percentages. In addition, improve the DFS on the CA Dashboard. |
| 1.3 | i-Ready ELA - Increase the number of students who have met or exceeded grade level proficiency by 2% each year. | 2023 i-Ready ELA Fall Scores - Spring Scores Available in April ALL Tier 1: 60.1% | 2024 i-Ready ELA Fall Scores - Spring Scores Available in April ALL Tier 1: 58.6% | 2025 i-Ready ELA Fall Scores - Spring Scores Available in April ALL Tier 1: 60.8% | Increased enrollment and test takers Projected growth - 15% growth with students on or above grade level by spring based on historical | Increase the number of students who have met or exceeded grade level proficiency in the spring by 5% each year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|---|---|---|---|
| | | Tier 2: 21.8% Tier 3: 18.1% English Learners Tier 1: 31.8% Tier 2: 18.2% Tier 3: 50% Socio-Economically Disadvantaged Tier 1: 51.7% Tier 2: 23.4% Tier 3: 24.9% Students With Disabilities Tier 1: 23.4% Tier 2: 21.9% Tier 3: 54.7% | Tier 2: 19.8% Tier 3: 21.6% English Learners Tier 1: 30.4% Tier 2: 13% Tier 3: 56.5% Socio-Economically Disadvantaged Tier 1: 48.5% Tier 2: 21.8% Tier 3: 29.7% Students With Disabilities Tier 1: 20.3% Tier 2: 15.3% Tier 3: 64.4% | Tier 2: 21.5% Tier 3: 17.7% English Learners Tier 1: 17.2% Tier 2: 34.5% Tier 3: 48.3 % Socio-Economically Disadvantaged Tier 1: 51.2% Tier 2: 23.4% Tier 3: 25.4% Students With Disabilities Tier 1: 38.1% Tier 2: 14.3% Tier 3: 47.6% | data. Focus to improve students' written expression across all grade level. | |
| 1.4 | i-Ready Math - Increase the number of students that have met or exceeded grade level proficiency by 2% each year. | 2023 i-Ready Math Fall Scores ALL Tier 1: 45.5% Tier 2: 33.2% Tier 3: 21.3% English Learners Tier 1: 28.6% Tier 2: 28.6% Tier 3: 42.9% Socio-Economically Disadvantaged Tier 1: 36.8% Tier 2: 34.6% Tier 3: 28.6% Students With Disabilities Tier 1: 15.6% Tier 2: 20.3% Tier 3: 64.1% | 2024 i-Ready Math Fall Scores - Spring Scores Available in April ALL Tier 1: 49.1% Tier 2: 29.4% Tier 3: 21.5% English Learners Tier 1: 26.1% Tier 2: 17.4% Tier 3: 56.5% Socio-Economically Disadvantaged Tier 1: 41.3% Tier 2: 30% Tier 3: 28.7% Students With Disabilities Tier 1: 17.2% | 2025 i-Ready Math Fall Scores - Spring Scores Available in April ALL Tier 1: 46.5% Tier 2: 33.6% Tier 3: 19.9% English Learners Tier 1: 24.1% Tier 2: 34.5% Tier 3: 41.4% Socio-Economically Disadvantaged Tier 1: 39.3% Tier 2: 33% Tier 3: 27.7% Students With Disabilities Tier 1: 26.6% | Increased enrollment and test takers Projected growth - 15% growth with students on or above grade level by spring based on historical data Focus to improve students' written expression across all grade levels | Increase the number of students who have met or exceeded grade level proficiency in the spring by 5% each year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|--|---|--|---|
| | | | Tier 2: 19% Tier 3: 63.8% | Tier 2: 18.8% Tier 3: 54.7% | | |
| 1.5 | Increase ELPAC levels annually | 2022-2023 Overall Excel Academy Charter School - Summative ELPAC Data Results 50% Well Developed 27.78% Moderately Developed 16.67% Somewhat Developed 5.56% Beginning Stage Outscored the state percentages of well developed test takers | 2023-2024 Overall Excel Academy Charter School - Summative ELPAC Data Results 20% Well Developed 32% Moderately Developed 36% Somewhat Developed 12% Beginning Stage Outscored the state percentages of well developed test takers | 2024-2025 Overall Excel Academy Charter School - Summative ELPAC Data Results 20.83% Well Developed 37.5% Moderately Developed 25% Somewhat Developed 16.67% Beginning Stage Outscored the state percentages of well developed test takers | Student progress will be determined after 2026 Summative ELPAC test scores are available. Based on collected data and a significant increase in English learners, EACS anticipates outscoring the state percentages of well developed test takers. | Increase number of RFEPEP students annually based on the Summative ELPAC score reports - increase by 2% |
| 1.6 | State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials | Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes | Goal to Achieve Subpriority - Ensure full implementation of California State Standards and English Language Development (ELD) standards to support English learners in accessing grade-level academic content while developing English language proficiency. | Goal to Achieve Subpriority - Ensure full implementation of California State Standards and English Language Development (ELD) standards to support English learners in accessing grade-level academic content while developing English language proficiency. | Student progress will be determined after 2025 Summative ELPAC test scores are available. Measurable Outcomes - Teachers consistently implement standards-aligned and ELD-aligned instruction for English learners. English learners demonstrate progress toward grade-level academic standards and English language proficiency on coursework, assessments, and goal setting | Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|---|---|-----------------------|--|
| | | | | | | |
| 1.7 | State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | Met expectations | 100% of teachers are appropriately credentialed for the courses they teach |
| 1.8 | State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials | 0% Students lacking textbooks and other instructional materials | 0% Students lacking textbooks and other instructional materials | 0% Students lacking textbooks and other instructional materials | Met expectations | 0% Students lacking textbooks and other instructional materials |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|---|----------------------|-----------------------|
| 1.1 | Student Achievement 1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the CA Dashboard and accountability systems. | No | Fully Implemented | 2025 CAASPP and i-Ready data have been analyzed to determine the next steps to provide necessary resources and interventions for students performing below grade level. | A deep analysis of the CA Dashboard took place to determine the ELA and math domains to focus on within each student group, in addition to the necessary growth needed to see movement and progress from DFS. | \$0.00 | \$0 |
| 1.2 | Student Monitoring 1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure | Yes | Fully Implemented | 2025 CAASPP, Summative ELPAC, and i-Ready benchmark data | Students in grades K-11 take the i-Ready diagnostic assessments in | \$64,844.00 | \$31,980 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| | academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote academic growth, in addition to social-emotional awareness classes and character building. | | | <p>have been analyzed to determine the next steps to provide necessary resources and interventions for students performing below grade level.</p> <p>Teachers were tasked with analyzing score reports of their students on their rosters to determine what areas within the ELA and math domains need to be prioritized.</p> <p>After analyzing the 2025 CAASPP data and reviewing the CA Dashboard, EACS has identified the need to look closely at all students who are performing at a Level 1 - "standards not met" and Level 2 - "standards nearly met." EACS is</p> | <p>ELA and math in the fall and spring. Students performing below grade level have the opportunity to take an additional diagnostic in the winter to verify progress. Students are tested on their reading fluency twice a year, and TK students are tested on letter sounds and names twice per year. TK students take a beginning and end of the year assessment.</p> <p>Teachers are focusing on math skill checks during monthly meetings and modeling instructional strategies. EL students are engaged in ELD curriculum and live instruction throughout the week that focuses on building language fluency in reading, writing, listening, and speaking.</p> <p>Students with IEPs meet with their teachers and Case Managers on a regular basis to monitor growth.</p> <p>All students are provided with equity based instruction across all</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|--|---|----------------------|-----------------------|
| | | | | <p>conducting a deeper analysis of the students who scored at levels 1 and 2 to better understand what may be contributing to the decline or lack of progress. There are many variables that can influence student performance, so it's essential that EACS looks beyond the test scores. Factors such as student groups, home support, curriculum access, level of disability, language fluency, and other contextual challenges may all play a role. By examining these elements, EACS can gain a more complete picture of what students are experiencing and identify what supports are truly needed in order to make progress.</p> | <p>classes/subjects. EACS is in the process of evaluating a writing program that offers benchmark assessments to determine areas of strength and learning gaps.</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| 1.3 | <p>Broad Course of Study</p> <p>1.3 All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content. (All Students)</p> <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum • UPK - TK students' instructional support | No | Fully Implemented | All students are provided with a broad course of study and equity based instruction that is approved and monitored by the assigned teacher. Curriculum is vetted and properly paced for each student, and adjustments are made as needed to meet the needs of each individual student. | Work samples are collected to determine the progress students are making and to ensure that they are meeting grade level standards and expectations. Students who are falling below grade level are placed in the intervention program and provided with individualized resources and supplements that are designed to meet their academic needs. Consistent monitoring by the intervention department and teacher takes place to measure student progress and to provide support and guidance when necessary. | \$8,691,984.00 | \$3,171,202 |
| 1.4 | <p>Professional Development</p> <p>1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association),</p> | No | Fully Implemented | The EACS staff has a plethora of opportunities to participate in ongoing internal and external professional development which includes conferences | Quantitative data include the number of PD sessions and hours completed, staff participation rates, and measurable implementation or student progress outcomes related to WIN and ELD. Qualitative data include staff feedback, | \$51,805.00 | \$26,746 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | CSDC (Charter School Development Center) and APLUS+ APLUS+ are a few examples of the ongoing training that are available. | | | related to individual job related positions and duties. Information acquired is disseminated to the staff in order to stay informed of the latest educational trends, policies, and procedures. | classroom observations, and instructional artifacts showing effective use of goal-setting, pacing, and intervention strategies. | | |
| 1.5 | Parent Training 1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, Parent Power-Up, and teacher parent training. | Yes | Fully Implemented | EACS provides opportunities for parents to learn instructional strategies to engage and assist students with learning. In addition, EACS continues to provide ongoing parent training (i.e. cyber safety, equity based instruction across ELA and math domains, curriculum guidance, supporting attention and focus challenges, written expression, etc.). | Quantitative data include the number of parent trainings and workshops offered, attendance rates at ELAC meetings, Parent Summit, and school events, and usage data for parent portals and webinars. Qualitative data include parent surveys, feedback from meetings and workshops, and documentation showing increased parent understanding of EL progress, reclassification, and available academic resources. | \$9,576.00 | \$2,095 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|---|----------------------|-----------------------|
| 1.6 | Grade Level Curriculum and Instruction 1.6 Students will be provided with grade level curriculum and instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. Students will be held accountable to stay on task using pacing guides and teacher support. Also, students will have opportunities to participate in community events and field trips that will enhance their academic and social emotional well being and overall growth. | No Yes | Fully Implemented | Students have been provided with ongoing instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. | Quantitative data include student participation rates in grade-level curriculum, pacing guide completion, attendance at community events and field trips, and academic or SEL growth measures. Qualitative data include observations, student work samples, teacher feedback, and reflections demonstrating student engagement, higher-order thinking, communication skills, and social-emotional development. | \$29,312.00 | \$14,074 |
| 1.7 | Student Monitoring and Support 1.7 Identify, support, and monitor students performing one or more years below grade level through the "What I Need" (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed teacher. Students who are performing below grade level on the fall i-Ready assessments will have the opportunity to take the mid-year i-Ready assessment(s). Implementation of English Learner (EL) English language development (ELD) curriculum and direct instruction helps guide progress for EL students. Implementation of the Write Score pilot writing program is in place as a trial program to enhance written expression. GATE testing, the Amira Reading Difficulties Screener, and Care Solace are also implemented to offer support to students. | No Yes | Fully Implemented | Students have been identified, supported, and monitored through the WIN intervention program, and receive direct support from their assigned teacher(s). | Quantitative data include the number of students participating in WIN interventions, weekly attendance in intervention sessions, i-Ready assessment scores (fall and mid-year), EL progress data, participation in Write Score, GATE testing results, Amira screener outcomes, and usage of Care Solace services. Qualitative data include teacher observations and progress notes, student work samples, reflections on intervention | \$134,310.00 | \$73,339 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| | | | | | effectiveness, and feedback from teachers, students, and parents regarding academic and socio-emotional support. | | |
| 1.8 | Needs Assessment - Data Analysis 1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions. | No Yes | Fully Implemented | Data analysis continues throughout the year on both internal and state assessments to drive policies, curriculum, and program decisions to ensure that students are making progress. EACS relies on the assessment dashboard created by Parsec Education that includes data on the i-Ready internal assessments, the CAASPP assessments across all identified subjects and subgroups, and ELPAC assessment results. | Quantitative data include student performance scores on internal and state assessments, growth trends over time, and measurable outcomes used to inform curriculum and program adjustments. Qualitative data include teacher and administrator reflections on data findings, meeting notes documenting policy or curriculum decisions, and analyses explaining how data guided instructional and programmatic changes. | \$8,292.00 | \$1,026 |

Goal 2**Goal Description**

Excel Academy Charter School (EACS) will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|---|--|---|---|
| 2.1 | Maintain or decrease chronic absenteeism rate of .01% | A baseline will be developed from 2022-2023 data . 0.8% Chronically Absent - Green on CA Dashboard Number of students - 487 | 2023 - 2024 Data 1.5% Chronically Absenteeism - Green on CA Dashboard - Number of Students 545 | 2024-2025 Data 1.4% Chronically Absenteeism - Blue on CA Dashboard - Number of Students 586 | Teachers are monitoring their students consistently throughout each learning period by providing the necessary guidance and support to ensure students are on task and completing assignments aligned with the pacing guides. Students who are falling below expectations receive progress improvement notifications indicating next steps for improvement. SST meetings are held to address concerns and to provide the parents/guardians and students support. The SST team evaluates potential interventions and additional resources that may need to be put into place for the student to be successful in the charter school. | Continue to maintain or decrease Chronic Absenteeism rate of .01% to remain Blue on the CA Dashboard. |
| 2.2 | Strive for 0% expulsion rate each year | A baseline will be developed from 2022-2023 data . | 2023-2024 Data | 2024-2025 Data | Mid-year data indicates zero expulsions. | Maintain 0% expulsion rate each year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|---|---|---|---|---|
| | | 0% Expulsion Rate | 0% Expulsion Rate | 0% Expulsion Rate | | |
| 2.3 | Strive for 0% suspension rate each year | A baseline will be developed from 2022-2023 data. 0% Suspension Rate | 2023-2024 Data 0% Suspension Rate | 2024-2025 Data 0% Suspension Rate | Mid-year data indicates zero suspensions. | Maintain 0% suspension rate each year. |
| 2.4 | State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. | Mid-year data indicates 100% of teachers are appropriately credentialed for the courses they teach. | 100% of teachers are appropriately credentialed for the courses they teach. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|-----------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
| 2.1 | School Climate and Student Engagement 2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides. | No | Fully Implemented | Consistent communication is provided to parents/guardians to ensure that students are held accountable to meet the requirements set by EACS. The school climate and student engagement action is fully implemented. | Quantitative data include attendance rates, number of signed Master Agreements/AORs, PIN notices sent, teacher-student check-ins, and pacing guide completion. Qualitative data include parent and student feedback, teacher reflections, and observations of student engagement and participation. | \$35,661.00 | \$15,863 |
| 2.2 | Certificated and Classified Salaries and Benefits | No | Fully Implemented | The recruitment and | Staff is evaluated mid-year and at the | \$104,333.00 | \$56,370 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|---|----------------------|-----------------------|
| | 2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits. | | | retention of highly qualified multiple and single subject teachers and classified staff is fully implemented. | end of the school year to ensure that they are meeting expectations. | | |
| 2.3 | Educational Partner Communication 2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families. | No Yes | Fully Implemented | Educational partner communication remains a high priority and is fully implemented at EACS. | Surveys, SSC, ELAC, PAC, and learning period meetings, social media platforms, emails, and newsletters are various ways in which an open line of communication is implemented. | \$119,110.00 | \$43,226 |
| 2.4 | Technology 2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed. | No Yes | Fully Implemented | Technology is made available to meet the needs of students (i.e. DocCam, computers, hotspots). | Quantitative data include the number of devices purchased, student access rates, and professional development hours provided. Qualitative data include teacher and student feedback, observations, and reflections on how technology supports engagement and 21st-century skills. | \$114,146.00 | \$8,483 |
| 2.5 | Professional Development 2.5 Professional development in cultural awareness. | No | Fully Implemented | Professional development in cultural | ELAC Meetings - Inviting students, parents, and staff to share about their | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|--|---|----------------------|-----------------------|
| | | | | awareness and equity based instruction is a priority at EACS and is an area of continued growth. EACS will continue to hold trainings on this topic. | cultures Staff Meetings - Providing equity based instruction - focus on cultural awareness | | |

Goal 3**Goal Description**

Excel Academy Charter School (EACS) will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|--|---|---|---|---|
| 3.1 | <p>State Local Indicator Priority 3: Participation/Input Rates Parent and student engagement survey results Monthly parent pulse surveys</p> <p>Learning Period (LP) meeting/conferences - participation records Attendance logs from in person and virtual parent meetings, workshops, and information sessions</p> <p>Parent communication (emails, phone calls, messaging platforms)</p> <p>Website and learning platform usage data related to parent access</p> | <p>Baseline set 2022-2023 Maintain or increase by 2%</p> | <p>Year 1 Outcome - 2023-2024 351 Responses from Educational Partners</p> <p>There were more responses that impacted the overall percentages. With a 98% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in March/April of 2025.</p> | <p>Year 2 Outcome - 2024-2025 287 Responses from Educational Partners</p> <p>There were more responses that impacted the overall percentages. With a 98% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in April of 2026.</p> | <p>The annual LCAP survey will be provided in April.</p> | <p>Parental participation in conferences, meetings, and school communication activities is maintained or increases year over year.</p> <p>Families report increased understanding of academic expectations, attendance requirements, and available school supports</p> <p>Increase engagement of English Learner families in school planning and decision-making by providing targeted outreach, language-accessible communication, and culturally responsive engagement opportunities.</p> |
| 3.2 | State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results | | Overall Satisfaction Report: Based on 351 parent/guardian responses: | Overall Satisfaction Report: Based on 287 parent/guardian responses: | Mid-year survey data is not yet available. Surveys are administered in April, | Maintain or increase survey responses and respondents by 2% each year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------------------------------------|----------|---|---|--|-------------------------------|
| | Maintain or increase by 2% each year | | <p>98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)</p> <p>98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)</p> | <p>99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.</p> <p>100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.</p> <p>95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.</p> <p>97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.</p> <p>99.7% of survey respondents agree</p> | with results to be reported in the end-of-year outcome data. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|--|--|-----------------------|-------------------------------|
| | | | <p>Meaning: Overall high satisfaction rate with the school program.</p> <p>Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.</p> | <p>that Excel Academy's vision and mission are clear and understandable.</p> <p>98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.</p> <p>Meaning: Overall high satisfaction rate with the school program.</p> <p>Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.</p> | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---------------------------------|--|---|---|---|---|
| | | | | | | |
| 3.3 | Safety Plan Review and Training | Annual Review/Updates and Training Dates | The Comprehensive School Safety Plan has been reviewed and implemented for the current school year. Staff have been trained on safety procedures. Ongoing monitoring and updates will continue through the end of the year. | The Comprehensive School Safety Plan has been reviewed and implemented for the current school year. Staff have been trained on safety procedures. Ongoing monitoring and updates will continue through the end of the year. | The Comprehensive School Safety Plan has been reviewed and implemented for the current school year. Staff have been trained on safety procedures. Ongoing monitoring and updates will continue through the end of the year. | A consistent plan and review process is in place. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|---|----------------------|-----------------------|
| 3.1 | Educational Partner Engagement 3.1 EACS will seek parent input and assess our level of educational partner engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input. | No | Fully Implemented | EACS is proud of the engagement opportunities that is provided to all Educational Partners. Building trust, transparency, and partnerships are vital to the success of all students and the success of the school. | Implemented Possip surveys are provided to parents and staff each month. Feedback is analyzed and discussed with the cabinet and brought to the leadership team for additional input. Next steps are put into place to address questions, concerns, and celebrations. Transparent and streamlined communication is a priority for the success of the students, staff, and overall school. | \$0.00 | \$0 |
| 3.2 | Educational Partner Partnerships 3.2 EACS will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and | No Yes | Fully Implemented | Intervention and assigned credentialed | ELA and math data is desegregated and analyzed. Student goal setting is implemented | \$83,697.00 | \$43,638 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | engaging parents in the participation of timely interventions to ensure student support and success. | | | teachers are in constant communication with parents to ensure that student academic and social needs are being met. Interventions and monitoring are in place for students who need additional support. | throughout the year to build self-efficacy and promote growth. Surveys are provided to students and parents (i.e. SEL, intervention, SPED, ELD feedback), as well as progress reports and report cards to keep parents and students aware of growth and learning gaps. Parents and students participate in learning period meetings and conferences. | | |
| 3.3 | School Climate 3.3 EACS will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment. | No Yes | Fully Implemented | EACS provides a positive, inclusive, and welcoming learning environment. A survey will be provided to parents and students in the spring. Results from the annual survey will help the leadership team determine if any changes need to be made for the remainder of the school year and the 26-27 school year. | Quantitative data include survey results on school climate, number of reported incidents, and participation rates in community or school engagement activities. Qualitative data include parent, student, and teacher feedback, focus group insights, and observations of classroom and school interactions that reflect a safe and inclusive environment. | \$41,344.00 | \$29,024 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| 3.4 | Student Services 3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students. | No | Fully Implemented | Content and Community Providers are held to high expectations and are monitored to ensure they are following standard protocol to ensure the safety of all students. | Quantitative data include the number of new Content and Community Providers vetted, background checks completed, and curriculum standards reviewed for alignment. Qualitative data include documentation of the vetting process and notes ensuring providers meet safety and standards requirements. | \$128,499.00 | \$75,258 |
| 3.5 | School Climate and School Safety 3.5 EACS will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans. | No | Fully Implemented | Human resources works diligently to ensure that EACS maintains a safe learning environment with an effective school-wide safety plan in place. Extensive training is provided and required by all staff to be completed at the beginning of each school year. | Quantitative data include the number of staff trained, training hours completed, and percentage of staff who completed safety training. Qualitative data include staff feedback on the training and observations of how staff apply safety procedures in the school environment. | \$0.00 | \$0 |
| 3.6 | Communication and Translation Services 3.6 EACS will provide notices, reports, statements, or records sent to a student, | Yes | Fully Implemented | Translated school | Quantitative data include the number of documents translated | \$600.00 | \$278 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| | parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by clerical staff. | | | communications are sent to families in their language for all who need language barriers broken or upon request. On Demand Alboum translation and interpretation service is utilized for video and/or audio interpretation conference calls. Teachers who are bilingual are available for translation as needed. | and the number of translation requests fulfilled. Qualitative data include parent and student feedback on the clarity and accessibility of the translated materials. | | |
| 3.7 | School Operating Services 3.7 EACS' operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Superintendent, administration, and the school leadership team. | No | Fully Implemented | The school operating services action is fully implemented. | Quantitative data include the number of meetings, reports, and operational tasks completed. Qualitative data include leadership notes and feedback on school management and oversight. | \$0.00 | \$0 |

Goal 4**Goal Description**

Excel Academy Charter School (EACS) will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all Educational Partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|---|--|---|---|
| 4.1 | <p>Graduation Rate - Review graduation cohort data, credit completion records, and student transcripts. Progress will be monitored using the student information system and annual graduation reports.</p> <p>Dropout Rate - Review enrollment, withdrawal, and completion records; attendance data; and credit accrual reports. Progress will be monitored through the student information system, CALPADS data, and annual dropout reports.</p> | Baseline from 2023 CA Dashboard Data - 90.9% graduated, number of students = 22 (no color assigned on the dashboard) | Baseline from 2024 CA Dashboard Data - 91.7% graduated, number of students = 24 (no color assigned on the dashboard) | Baseline from 2025 CA Dashboard Data - 96.8% graduated, number of students = 31 (no color assigned on the dashboard) | Graduation rate data is finalized at the end of the school year; therefore, mid-year outcomes reflect on track status rather than a final rate. | Increase the graduation rate and decrease the dropout rate from prior year levels. |
| 4.2 | <p>Access to a Broad Curriculum: Review master schedules, course of study documentation, and course enrollment data disaggregated by subgroup. Progress monitored through enrollment audits and periodic data review.</p> <p>College/Career - CA Dashboard Career Technical Education (CTE) Participation</p> | <p>College/Career - Baseline from 2023 CA Dashboard Data - Prepared 13.6% - 22 students - (no color on the dashboard)</p> <p>Develop a baseline for CTE participants and UC/CSU preparedness - Increase in CTE Program Participation</p> | <p>College/Career - Baseline from 2024 CA Dashboard Data - Prepared 37.5% - 24 students - (no color on the dashboard)</p> | <p>College/Career - Baseline from 2025 CA Dashboard Data - Prepared 67.7% - 31 students - (no color on the dashboard)</p> <p>Increased 30.2%</p> | <p>As of mid-year, students in grades 9-12 demonstrate progress toward college and career readiness based on enrollment in A-G aligned courses and CTE pathways. Final preparedness rates are determined upon graduation.</p> | <p>Increase the CTE participants and students who are UC/CSU prepared.</p> <p>All students are enrolled in and have access to required courses, including A-G, CTE, and other courses prescribed by the governing board. Enrollment gaps for unduplicated students and students with exceptional needs are reduced.</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|--|---------------------------------------|---------------------------------------|---|--|
| 4.3 | <p>Access to a Broad Curriculum: Review master schedules, course of study documentation, and course enrollment data disaggregated by subgroup. Progress monitored through enrollment audits and periodic data review.</p> <p>College/Career Prepared</p> <p>Pupils enrolled in and completion of A-G courses required for UC/CSU Admission</p> | <p>Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission</p> <p>Establish a baseline from the collected data of graduates who completed the requirements from UC/CSU admission</p> | 2023-2024 - CTE Program Participation | 2024-2025 - CTE Program Participation | <p>Mid-year outcome data is not available as A-G completion data is finalized at the end of the graduation cycle. Data collection is in progress.</p> | <p>Increase number of students enrolled in A-G courses required for UC/CSU Admission.</p> <p>All students are enrolled in and have access to required courses, including A-G, CTE, and other courses prescribed by the governing board. Enrollment gaps for unduplicated students and students with exceptional needs are reduced.</p> |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| 4.1 | <p>College and Career Readiness and Career Technical Education</p> <p>4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.</p> | No Yes | Fully Implemented | <p>The College and Career Readiness and Career Technical Education action is fully implemented. The Secondary Department developed and introduced new CTE courses/pathways.</p> | <p>Quantitative data include the number of CTE courses developed, student enrollment in CTE pathways, and program completion rates. Qualitative data include student and teacher feedback on course relevance and effectiveness.</p> | \$11,361.00 | \$5,390 |
| 4.2 | High School Graduation | No | Fully Implemented | Every 8th grader will | Quantitative data include the number of | \$185,313.00 | \$84,564 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | 4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school. | Yes | | meet with a counselor for academic course guidance. Workshops are offered for parents and students to transition smoothly from middle to high school. | 8th graders meeting with counselors and attendance at transition workshops. Qualitative data include student and parent feedback on the guidance sessions and workshops. | | |
| 4.3 | High School Curriculum and Instruction 4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness. | No | Fully Implemented | Training and support documents were provided that show how the curriculum aligns to common core standards. Teachers used these to guide curriculum selection and identify additional resources to ensure all standards are fully covered. Teachers are checking math skills at each LP meeting by watching students complete math | Quantitative data include the number of training and support documents provided, teacher participation in LP meetings, student progress in math skills, and enrollment in Pre-Algebra and Algebra support classes. Qualitative data include teacher observations, use of instructional strategies during LP meetings, and feedback on curriculum alignment and intervention effectiveness. | \$539,390.00 | \$131,078 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|---|--|----------------------|-----------------------|
| | | | | <p>in real time and providing instruction strategies and support when needed.</p> <p>EACS expanded math interventions to include two support classes - Pre-algebra and Algebra to help support students scoring approximately one year below grade level.</p> <p>EACS continues to provide live, weekly drop-in homework support and access to 24/7 tutoring support.</p> <p>All live classes now include project-based learning opportunities for deeper learning and curricular engagement.</p> | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|---|----------------------|-----------------------|
| | | | | <p>New curriculum is vetted using specific guidelines to maintain rigor and meet the state standards.</p> <p>Parents are provided with updated curriculum menus of our top recommendations, which were reviewed for rigor and to make sure that they promote college and career readiness.</p> | | | |
| 4.4 | <p>Testing</p> <p>4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.</p> | Yes | Fully Implemented | <p>All students required to take the CAASPP are provided with test prep packets, online practice tests, test prep sessions with credentialed teachers, and access to CAASPP bootcamps provided by vetted CCPs.</p> | <p>Quantitative data include the number of students using test prep packets, online practice tests, and attending test prep sessions. Qualitative data include student and teacher feedback on the effectiveness of the test prep materials and sessions.</p> | \$10,333.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 4.5 | Testing 4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship. | Yes | Fully Implemented | Advanced placement exam costs are provided for low-income and foster youth who are experiencing financial hardship. | Quantitative data include the number of low-income and foster youth receiving coverage for AP exam costs. Qualitative data include student feedback on how the support impacted their ability to take exams and access advanced coursework. | \$0.00 | \$0 |
| 4.6 | A-G and Career Technical Education Courses 4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses. | No | Fully Implemented | EACS expanded A-G course offerings to include a plethora of AP courses. EACS increased A-G course offerings to include additional elective courses. EACS has students enrolled in concurrent enrollment college courses. | Quantitative data include the number of AP and elective courses offered and student enrollment in A-G and concurrent college courses. Qualitative data include student and teacher feedback on course relevance, rigor, and preparation for college. | \$13,914.00 | \$0 |
| 4.7 | Needs Assessment - Data Analysis 4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support. | No | Fully Implemented | 1st-8th graders are part of the schoolwide Tier 2 intervention program where students fill gaps through asynchronous | SST meetings are available for planning targeted interventions and growth monitoring. | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|--|--|----------------------|-----------------------|
| | | | | <p>personalized programs. In addition, targeted small group instruction is provided to students based on i-Ready data in reading comprehension, phonics, and math. 8th graders testing one year below grade level in math participate in a high-school preparatory course to ensure readiness for high school algebra. These students have the opportunity to continue in a supported algebra class once in high school.</p> | | | |

Impact to the Budget Overview for Parents

| Item | As adopted in Budget Overview for Parents | Mid-Year Update |
|--|---|-----------------|
| Total LCFF Funds | 7,965,218 | 8,507,643 |
| LCFF Supplemental/Concentration Grants | 741,838 | 836,846 |



25/26 Mid-Year Local Control and Accountability Plan (LCAP)

What is the Mid-Year Local Control and Accountability Plan (LCAP)?

The Mid-Year LCAP Report provides a formal progress update on Excel Academy's advancement toward the goals outlined in the LCAP and is required at the midpoint of the academic year.



Local Control Funding Formula (LCFF) Funds: State-allocated funds based on student attendance, local revenue, and other factors to support instructional programs and services. Goals, actions, services, and expenditures are monitored to ensure improved student outcomes.

Goal 1 - Excel Academy will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

Mid-Year Outcomes - All Actions Are Fully Implemented

- Academic Achievement - Student Monitoring and Support & Data Analysis
- Equity Based Broad Course of Study for ALL Students - Curriculum & Instruction
- Professional Development Training for All Staff and Parents

WARNER

- CAASPP Scores
 - **64%** met or exceeded standards for ELA
 - **58%** met or exceeded standards for math
- Exceeded state scores by 15% in ELA and 20% in math
- The state had a higher % of level 1 students not meeting standards in ELA and Math - 14% higher in ELA and 20% higher in math.



HELENDALE

- CAASPP Scores
 - **57%** met or exceeded standards for ELA
 - **47%** met or exceeded standards for math
- Exceeded state scores by 8% in ELA and 10% in math
- The state had a higher % of level 1 students not meeting standards in ELA and Math - 7% higher in ELA and 10% higher in math.

Goal 2 - Excel Academy will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

**Mid-Year Outcomes:
All Actions Are Fully
Implemented**

- Student climate and engagement
- Recruiting & retaining qualified teachers & staff
- Educational partner communication
- Access to technology
- All staff is evaluated to ensure expectations are met

WARNER

- Enrollment - 1163 at the time of CBEDS Day
- 0% Expulsion and 0% Suspension To Date
- 100% of teachers are appropriately credentialed

HELENDALE

- Enrollment - 821 at the time of CBEDS Day
- 0% Expulsion and 0% Suspension To Date
- 100% of teachers are appropriately credentialed

Goal 3 - Excel Academy will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.

Mid-Year Outcomes - All Actions Are Fully Implemented

- Educational partner surveys are provided throughout the school year to staff, parents, and students
- Survey results determine the next steps for the school
- Annual LCAP Survey - Issued in April
- Goal to exceed the number of parent and student survey completers from the previous year

- Content and Community Providers are properly vetted
- Schoolwide safety plan is reviewed and approved annually
- Interpretation and translation services are available
 - Communication with Educational Partners is prioritized

- Historically, EACS excels in all areas identified and not limited to -
 - Equity based student support
 - Successful program placement
 - Implementation of rigorous curriculum
 - Guidance & support towards academic excellence
 - School safety
 - Positive, inclusive, and personalized learning environment
 - Transparent mission, vision, and student learner outcomes

Goal 4 - Excel Academy will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all educational partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

Mid-Year
Outcomes -
All Actions
Are Fully
Implemented

Expanded
A-G Courses
and CTE
Pathways
Offered

Required
8th Grade
Meetings
with
Counselors

Intervention
Classes &
Test Prep -
In place for
ALL Students!

Pre-Algebra
and Algebra
Support
Classes Are
Offered

High School Highlights

- ★ Live, weekly tutoring support
- ★ Project based learning opportunities for curricular engagement and expanded learning
- ★ Personalized support for college and career readiness
- ★ Students can choose to follow the UC/CSU A-G track or one of Excel Academy's customized tracks toward college and career readiness
- ★ Available to students - CTE classes, and guided support for the FAFSA, scholarship application processes and college applications
- ★ Student Council and volunteer opportunities
- ★ National Honor Society (NHS)
- ★ Community & Social Events



MID-YEAR EXPENDITURES

Mid-year expenditures reported in the Mid-Year LCAP are consistent with the budgeted allocations approved in the LCAP.

Expenditure are aligned with the LCAP goals and are adjusted as needed to support student outcomes.

Department Leads work with Business Services to monitor spending and ensure budgeted funds are not exceeded.

The Director of Operations and Accountability, Chief Business Officer, and Payroll Manager work closely to analyze the expenditures on the Mid-Year LCAP, LCAP, and SPSA.



IMPACT TO THE BUDGET OVERVIEW FOR PARENTS

WARNER

TOTAL LCFF FUNDS

As adopted in
BOP -

\$12,942,455.00

Mid-Year Update

\$13,884,948.00

WARNER

LCFF Supplemental/ Concentration Grants

As adopted in
BOP -

\$1,052,072.00

Mid-Year
Update

\$1,174,466.00

HELENDALE

TOTAL LCFF FUNDS

As adopted in
BOP -

\$7,965,218.00

Mid-Year Update

\$8,507,643.00

HELENDALE

LCFF Supplemental/ Concentration Grants

As adopted in
BOP -

\$741,838.00

Mid-Year Update

\$836,846.00

EVALUATION OF EXPENDITURES

***On target to
exceed
projected
budget for
2025/2026 due
to the increase
in enrollment
and staffing.***

Thank you!



Together we soar!

The LCAP will be presented during the June board meeting for approval. The LCAP and SPSA will be combined moving forward.

Coversheet

Consent - Business/Financial Services

| | |
|--------------------------|---|
| Section: | X. Consent |
| Item: | A. Consent - Business/Financial Services |
| Purpose: | |
| Submitted by: | |
| Related Material: | <ul style="list-style-type: none">1.26.26 Semi Monthly Cash Requirement Rpt..pdf1.09.26 Semi Monthly Cash Requirement Rpt..pdf1.26.26 Monthly Cash Requirement Rpt..pdfJanuary 2026 Check Registers (Board).docx.pdfDTS_Renewal_Invoicecv2 26-27.pdfDTS_Renewal_License 26-27.pdfSurveyMonkey Agreement.pdf |

BACKGROUND:

Item: DTS Renewal

Background: Excel Academy Charter School is requesting approval to continue to utilize Document Tracking Services (DTS) to create templates and house state required documentation for the 26/27 school year.

The following are standard documents to be used in conjunction with the license.

1. 2026 School Accountability Report Card, English & Spanish (CDE Template)
2. 2026 School Plan for Student Achievement (CDE Template)
3. 2026 Comprehensive School Safety Plan (Custom Template)
4. 2026 Local Control and Accountability Plan (CDE Template)
5. Others to be identified as needed

Item: SurveyMonkey Agreement

Background: SurveyMonkey Enterprise is an AI-powered feedback management platform designed for organizations to capture actionable insights while maintaining high standards of data security and administrative control. It is specifically built to scale across an organization, allowing for both simple pulse checks and complex, long-form research.

Excel Academy will use SurveyMonkey Enterprise as a centralized feedback system for both short-term and longitudinal data collection:

- **Student and Staff Pulse Checks:** Periodic, brief surveys to monitor school climate, wellness, and immediate needs.
- **Long-Form Surveys:** Comprehensive academic and operational research for end-of-term evaluations or strategic planning.
- **SMS Collection:** Use of the 10,000 included SMS credits to reach staff or parents via text, ensuring higher response rates.

Key Features

- **Enterprise Pro Platform:** Provides 5 power users with full access to advanced features and a capacity for 100,000 total responses per year.
- **Advanced Logic:** Ability to create complex survey paths (skip logic) to ensure respondents only see relevant questions.
- **Collaborative Tools:** Shared access and standardized templates to maintain consistency across different school departments.

Security and Administration

- **Institutional Security:** The Enterprise tier includes advanced security protocols and administrative controls to protect sensitive student and personnel data.
- **Centralized Oversight:** Management of all school surveys from a single account to ensure compliance with data privacy standards.

Fiscal Impact: \$10,000

Warner: \$6,200

Helendale: \$3,800

Cash Requirements Statement**EXCEL ACADEMY CHARTER SCHOOLS**

Client: 10056

EIN: [REDACTED]

Transaction #: F0447871D

Period Ending: 01/15/2026

Check Date: 01/26/2026

PAYCOM Impound Date: 01/23/2026

*A wire request for \$37,139.89 will be sent to your bank on 01/22/2026***Items**

| | |
|------------------------------------|----|
| Checks / Vouchers | 14 |
| Additional Direct Deposit Accounts | 1 |

Billing

| | |
|------------------------------|-----------------|
| Check Processing/Tax Service | 570.61 |
| Direct Deposit | 7.25 |
| Jurisdiction Filing | 30.00 |
| Garnishment Fee this Payroll | No Charge |
| Additional Services | 1,249.40 |
| Total Billing | 1,857.26 |

Tax Deposits

| | Employee Deductions | Employer Liability | Total Deposit |
|---------------------------|---------------------|--------------------|-----------------|
| FICA/Social Security | 1,633.16 | 1,633.16 | 3,266.32 |
| Medicare | 481.19 | 481.19 | 962.38 |
| Federal W/H Tax | 1,536.48 | | 1,536.48 |
| California W/H Next Day | 912.41 | | 912.41 |
| California SDI Next Day | 440.06 | | 440.06 |
| California ETT Qtrly | | 32.91 | 32.91 |
| California SUTA | | 955.36 | 955.36 |
| Total Tax Deposits | 5,003.30 | 3,102.62 | 8,105.92 |

Paycom Cash Requirements

| | |
|--|------------------|
| Net Direct Deposits - Paycom Pay | 25,413.91 |
| Direct Deposit Distribution - Paycom Pay | 1,762.80 |
| Taxes - PAYCOM Resp. | 8,105.92 |
| Payroll Fee | 1,857.26 |
| Total Paycom Cash Requirements | 37,139.89 |

Total Cash Requirements**37,139.89**

Cash Requirements Statement**EXCEL ACADEMY CHARTER SCHOOLS**

Client: 10056

EIN [REDACTED]

Transaction #: 85AC54601

Period Ending: 12/31/2025

Check Date: 01/09/2026

PAYCOM Impound Date: 01/08/2026

*A wire request for \$34,261.28 will be sent to your bank on 01/07/2026***Items**

| | |
|------------------------------------|----|
| Checks / Vouchers | 14 |
| Additional Direct Deposit Accounts | 1 |

Billing

| | |
|------------------------------|----------------------|
| Check Processing/Tax Service | 570.61 |
| Direct Deposit | 7.25 |
| Jurisdiction Filing | 30.00 |
| Garnishment Fee this Payroll | <u>No Charge</u> |
| Total Billing | <u>607.86</u> |

Tax Deposits

| | Employee Deductions | Employer Liability | Total Deposit |
|---------------------------|------------------------|------------------------|------------------------|
| FICA/Social Security | 1,738.88 | 1,738.88 | 3,477.76 |
| Medicare | 455.59 | 455.59 | 911.18 |
| Federal W/H Tax | 1,783.60 | | 1,783.60 |
| California W/H Next Day | 923.47 | | 923.47 |
| California SDI Next Day | 417.43 | | 417.43 |
| California ETT Qtrly | | 32.13 | 32.13 |
| California SUTA | | 931.15 | 931.15 |
| Total Tax Deposits | <u>5,318.97</u> | <u>3,157.75</u> | <u>8,476.72</u> |

Paycom Cash Requirements

| | |
|--|-------------------------|
| Net Direct Deposits - Paycom Pay | 23,259.96 |
| Direct Deposit Distribution - Paycom Pay | 1,916.74 |
| Taxes - PAYCOM Resp. | 8,476.72 |
| Payroll Fee | 607.86 |
| Total Paycom Cash Requirements | <u>34,261.28</u> |

| | |
|--------------------------------|-------------------------|
| Total Cash Requirements | <u>34,261.28</u> |
|--------------------------------|-------------------------|

Cash Requirements Statement**EXCEL ACADEMY CHARTER SCHOOLS**

Client: 10056

EIN: [REDACTED]

Transaction #: 0D4FB9E79

Period Ending: 01/31/2026

Check Date: 01/26/2026

PAYCOM Impound Date: 01/23/2026

*A wire request for \$1,017,149.91 will be sent to your bank on 01/22/2026***Items**

| | |
|------------------------------------|-----|
| Checks / Vouchers | 131 |
| Additional Direct Deposit Accounts | 20 |

Billing

| | |
|------------------------------|-----------------|
| Check Processing/Tax Service | 2,327.53 |
| Direct Deposit | 12.00 |
| Jurisdiction Filing | 30.00 |
| Garnishment Fee this Payroll | 10.00 |
| Total Billing | 2,379.53 |

Tax Deposits

| | Employee Deductions | Employer Liability | Total Deposit |
|---------------------------|---------------------|--------------------|-------------------|
| FICA/Social Security | 7,150.32 | 7,150.32 | 14,300.64 |
| Medicare | 15,715.61 | 15,715.61 | 31,431.22 |
| Federal W/H Tax | 83,967.12 | | 83,967.12 |
| California W/H Next Day | 42,285.28 | | 42,285.28 |
| California SDI Next Day | 13,838.25 | | 13,838.25 |
| California ETT Qtrly | | 877.37 | 877.37 |
| California SUTA | | 25,443.12 | 25,443.12 |
| Hawaii W/H Semiweekly | 749.21 | | 749.21 |
| Hawaii SUTA | | 174.88 | 174.88 |
| Oregon W/C Tax EE | 1.35 | | 1.35 |
| Oregon W/C Tax ER | | 1.35 | 1.35 |
| Oregon W/H Next Day | 627.69 | | 627.69 |
| Oregon EE PFML | 47.66 | | 47.66 |
| Oregon SUTA | | 301.86 | 301.86 |
| Oregon Transit Tax | 7.94 | | 7.94 |
| Oregon ER PFML | | 31.77 | 31.77 |
| Total Tax Deposits | 164,390.43 | 49,696.28 | 214,086.71 |

Paycom Cash Requirements

| | |
|--|------------|
| Net Direct Deposits - Paycom Pay | 758,670.67 |
| Direct Deposit Distribution - Paycom Pay | 42,013.00 |

Cash Requirements Statement**EXCEL ACADEMY CHARTER SCHOOLS**

Client: 10056

EIN: [REDACTED]

Transaction #: 0D4FB9E79

Period Ending: 01/31/2026

Check Date: 01/26/2026

PAYCOM Impound Date: 01/23/2026

A wire request for \$1,017,149.91 will be sent to your bank on 01/22/2026

| | |
|---------------------------------------|----------------------------|
| Taxes - PAYCOM Resp. | 214,086.71 |
| Payroll Fee | 2,379.53 |
| Total Paycom Cash Requirements | <u>1,017,149.91</u> |

Other Cash Requirements

| | |
|--------------------------------------|------------------------|
| Manual Checks | 3,733.96 |
| Total Other Cash Requirements | <u>3,733.96</u> |

| | |
|--------------------------------|----------------------------|
| Total Cash Requirements | <u>1,020,883.87</u> |
|--------------------------------|----------------------------|



1/09/2026 Semi-Monthly Check Register Totals:

| Total Company | | | | | | | | | |
|-----------------------|--|--------|-----------|----------------------|----------|------------------------|----------|--------------------|-----------|
| Company Totals | | | | | | | | | |
| Regular | | 623.71 | 20,654.57 | Federal W/H | 1,783.60 | 403B \$ FBC | 100.00 | 14 DD Vouchers | 23,259.96 |
| Overtime | | 2.77 | 123.72 | Medicare | 455.59 | 403B Match | 100.00 | 1 DD Distributions | 1,916.74 |
| EXCEL Sick | | 14.51 | 433.94 | Social Security | 1,738.88 | 457B \$ FBC | 687.00 | NET PAY | 25,176.70 |
| EXCEL: | | 80.00 | 2,493.92 | California State W/H | 923.47 | 457B \$ FBC Memo | 687.00 | | |
| Vacation MSM | | | | California SDI Tax | 417.43 | 7% | | | |
| Cash In Lieu | | | 409.09 | | | Accident Plan | 4.33 | | |
| Education | | | 265.15 | | | Basic Life Insurance | 39.11 | | |
| Stipend | | | | | | ER Memo | | | |
| Holiday | | 216.00 | 6,829.20 | | | CAL STRS 10.205% | 24.09 | | |
| Meal Penalty | | | 104.83 | | | CAL STRS 10.25% | 191.19 | | |
| Premium | | | | | | CAL STRS Match | 401.37 | | |
| Phone/Internet | | | 500.00 | | | Dental PPO High - EE | 59.18 | | |
| Stipend | | | | | | Cost | | | |
| Supply Stipend | | | 50.00 | | | Dental PPO Low | 96.74 | | |
| GROSS | | 936.99 | 31,864.42 | | | Expense | -105.91 | | |
| | | | | | | Reimbursement (-) | | | |
| | | | | | | Flexible Spending | 200.00 | | |
| | | | | | | Account | | | |
| | | | | | | Kaiser HMO - EE Cost | 31.90 | | |
| | | | | | | Kaiser HMO - ER Cost | 419.25 | | |
| | | | | | | Long Term Disability - | 6.03 | | |
| | | | | | | EE Cost | | | |
| | | | | | | Medical HMO - ER | 2,711.40 | | |
| | | | | | | Cost | | | |
| | | | | | | Medical Low PPO - | 564.32 | | |

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Page: 4 of 5

EXCEL ACADEMY CHARTER SCHOOLS
Client: 10056**Check Register Report**Sorted on Department Code
Period Ending: 12/31/2025
Check Date: 01/09/2026
Transaction: 85AC54601

| Employee | Earnings | Rate | Hours/Units | Amount | Taxes | Deductions | Net Pay | <input type="checkbox"/> |
|----------|----------|------|-------------|--------|-------|--|----------------|--------------------------|
| | | | | | | ER Cost Pet Insurance Vision - EE Cost | 18.70 55.50 | |

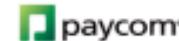
Total Net Pay

25,176.70

1/26/2026 Semi-Monthly Check Register Totals:

| Total Company | | | | | | | | | |
|-----------------------|---------------|------------------|----------------------|----------|---------------------------|---------|--------------------|-----------|--|
| Company Totals | | | | | | | | | |
| Regular | 827.10 | 28,124.91 | Federal W/H | 1,536.48 | 403B \$ FBC | 100.00 | 14 DD Vouchers | 25,413.91 | |
| Overtime | 5.39 | 244.05 | Medicare | 481.19 | 403B Match | 100.00 | 1 DD Distributions | 1,762.80 | |
| EXCEL Sick | 16.00 | 508.56 | Social Security | 1,633.16 | 457B \$ FBC | 687.00 | NET PAY | 27,176.71 | |
| EXCEL: | 34.00 | 1,036.32 | California State W/H | 912.41 | 457B \$ FBC Memo | 670.59 | | | |
| Vacation MSM | | | California SDI Tax | 440.06 | 7% | | | | |
| Cash In Lieu | | 409.09 | | | Accident Plan | 4.33 | | | |
| Education | | 265.15 | | | Basic Life Insurance | 39.11 | | | |
| Stipend | | | | | ER Memo | | | | |
| Holiday | 72.00 | 2,276.40 | | | CAL STRS 10.205% | 33.09 | | | |
| Meal Penalty | | 211.82 | | | CAL STRS 10.25% | 419.46 | | | |
| Premium | | | | | CAL STRS Match | 843.55 | | | |
| Phone/Internet | | 500.00 | | | Dental PPO High - EE Cost | 59.18 | | | |
| Stipend | | | | | Dental PPO Low | 96.74 | | | |
| Supply Stipend | | 50.00 | | | Expense | -265.64 | | | |
| GROSS | 954.49 | 33,626.30 | | | Reimbursement (-) | 200.00 | | | |
| | | | | | Flexible Spending Account | | | | |
| | | | | | Kaiser HMO - EE Cost | 31.90 | | | |
| | | | | | Kaiser HMO - ER Cost | 419.25 | | | |

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Page: 4 of 5

EXCEL ACADEMY CHARTER SCHOOLS
Client: 10056Sorted on Department Code
Period Ending: 01/15/2026
Check Date: 01/26/2026
Transaction: F0447871D**Check Register Report**

| Employee | Earnings | Rate | Hours/Units | Amount | Taxes | Deductions | Net Pay | <input type="checkbox"/> |
|---------------|----------|------|-------------|--------|-------|---|--|--------------------------|
| | | | | | | Long Term Disability - EE Cost Medical HMO - ER Cost Medical Low PPO - ER Cost Pet Insurance Vision - EE Cost | 6.03 2,711.40 564.32 18.70 55.50 | |
| Total Net Pay | | | | | | | | <u>27,176.71</u> |

1/26/2026 Monthly Check Register Totals:

| Total Company | | 1/26/2026 | 1/26/2026 | 1/26/2026 | 1/26/2026 | 1/26/2026 | 1/26/2026 | 1/26/2026 | 1/26/2026 | 1/26/2026 |
|-----------------------------|-----------|------------|----------------------|-----------|---------------------------|------------|---------------------|-----------|-----------|------------|
| Company Totals | | | | | | | | | | |
| Regular | 17,692.39 | 965,124.94 | Federal W/H | 83,967.12 | 403B \$ | 1,640.00 | 1 Check | | | 1,733.96 |
| EXCEL Sick | 184.29 | 9,633.89 | Medicare | 13,713.61 | 403B \$ FRC | 5,840.00 | 130 DD Vouchers | | | 758,670.67 |
| EXCEL Vacation MSM | 74.00 | 3,617.31 | Social Security | 7,150.32 | 403B Match | 1,053.51 | 20 DD Distributions | | | 42,013.00 |
| Cash In Lieu | | 9,107.68 | California State W/H | 42,285.28 | 403B \$ Roth | 650.00 | NET PAY | | | 804,417.63 |
| Education | | 13,483.71 | Hawaii State W/H | 749.21 | 457B \$ FRC | 9,711.00 | | | | |
| Stipend | | | Oregon State W/H | 627.69 | 457B \$ FRC Memo | 2,908.93 | | | | |
| Holiday | 232.00 | 10,876.88 | Oregon EE WIC | 1.35 | 7% | | | | | |
| Phone/Internet | | 12,840.54 | Assessment | | Accident Plan | 295.78 | | | | |
| Stipend | | | Oregon EE PFML | 47.66 | Basic Life Insurance | 1,913.64 | | | | |
| Stipend Tier 2 | | 4,400.00 | Oregon Transit Tax | 7.94 | ER Memo | | | | | |
| Extra Curricula | | | CaliforniaSDI Tax | 13,838.25 | CAL STRS HI 205% | 32,639.99 | | | | |
| Stipend Tier 3 | | 4,800.00 | | | CAL STRS HI 25% | 65,022.30 | | | | |
| Tech Oversight | | | | | CAL STRS March | 182,251.48 | | | | |
| Stipend Tier 4-1 | | 8,720.00 | | | CaISTR 8.0% DBRS | 305.48 | | | | |
| Cart OWS 1 | | | | | CaISTR 8.25% DBRS | 315.00 | | | | |
| Stipend Tier 5 | | 10,800.00 | | | Match | | | | | |
| CE II | | | | | Critical Illness EE - HI | 169.18 | | | | |
| Stipend Tier 5 Certificated | | 1,200.00 | | | Critical Illness EE - HI | 289.55 | | | | |
| Substitute Daily Rate | | 18,580.00 | | | Dental HMO - EE Cost | 256.14 | | | | |
| Rate Stipend | | | | | Dental Low - ER Cost | 23.04 | | | | |
| Sub Daily Rate | | 8,600.00 | | | Dental PPO High - EE Cost | 2,699.05 | | | | |
| Stipend No STRS | | | | | Dental PPO Low | 2,447.78 | | | | |
| Supply Stipend | | 5,376.32 | | | Expense | -3,568.20 | | | | |
| Universe PreK | | 5,431.87 | | | Rainbursement (-) | | | | | |
| Stipend | | | | | FSA Dependent | 500.00 | | | | |

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EXCEL ACADEMY CHARTER SCHOOLS
Client: 10000

Check Register Report

Sorted on Department Code
Period Ending: 01/01/2026
Check Date: 01/09/2026
Transaction: 004FB9E70

| Employee | Earnings | Rate | Hours/Units | Amount | Taxes | Deductions | Net Pay | <input type="checkbox"/> |
|--------------------------------|-----------|------|-------------|-------------|-------|-----------------------------------|-----------|--------------------------|
| Virtual Class 1 Stipend | | | | 1,900.00 | | Flexible Spending Account | 1,434.96 | |
| Virtual Class 2 Stipend | | | | 3,810.00 | | Health Savings Account | 1,617.52 | |
| Virtual Class 3 Stipend | | | | 1,900.00 | | Hospital Indemnity | 356.09 | |
| Virtual Essentials ETL | | | | 1,000.00 | | Kaiser HMO - EE Cost | 9,308.40 | |
| Virtual Intervention ETL | | | | 7,500.00 | | Kaiser HMO - ER Cost | 38,099.38 | |
| GROSS | 18,182.64 | | | 1117,586.14 | | Long Term Disability - EE Cost | 656.75 | |
| | | | | | | Medical HMO - EE Cost | 2,656.18 | |
| | | | | | | Medical HMO - ER Cost | 37,186.04 | |
| | | | | | | Medical High PPO - EE Cost | 1,367.34 | |
| | | | | | | Medical High PPO - ER Cost | 5,197.33 | |
| | | | | | | Medical Low PPO - EE Cost | 7,048.72 | |
| | | | | | | Medical Low PPO - ER Cost | 16,765.57 | |
| | | | | | | Medical PPO w/ HSA - EE Cost | 2,927.65 | |
| | | | | | | Medical PPO w/ HSA - ER Cost | 6,026.53 | |
| | | | | | | Pet Insurance | 159.92 | |
| | | | | | | Vision - EE Cost | 1,152.03 | |
| | | | | | | Vision - ER Cost | 4.98 | |
| | | | | | | Voluntary Life & AD&D | 746.46 | |
| | | | | | | Voluntary Life Child | 18.96 | |
| | | | | | | Voluntary Life Spouse | 69.05 | |

Total Net Pay

804,417.63



January 30, 2026

Excel Academy Charter Schools
1 Technology Drive, I-811
Irvine, CA 92618

Re: Document Tracking Services

INVOICE #9261804

Pursuant to the licensing agreement between Excel Academy Charter Schools and Document Tracking Services (DTS):

Document Tracking Services

| | |
|--|--------------|
| Document Tracking Services [7/1/26 to 6/30/27]: 2 Charter Schools | \$550 |
| Total Balance Due: | \$550 |

Please Make Checks Payable To: Document Tracking Services

Send to:

Aaron Tarazon, Director
Document Tracking Services
1601 India Street, 503
San Diego, CA 92101
858-784-0960 - Phone
858-587-4640 - Corporate Fax

Thank you!

Approved Per Payment (Signature)

Name/Role (Printed)



LICENSE AGREEMENT

This Agreement effective **July 1, 2026**, is made and entered into by **Excel Academy Charter Schools** ("Licensee") and Document Tracking Services ("DTS") as Lessor, each a "Party" and collectively the "Parties".

1. Scope of Agreement

- 1.1 License. This License Agreement between Licensee and DTS covers Licensee's use of DTS's proprietary web-based application in accordance with the terms and conditions expressed herein.
- 1.2 Agreement to Be Bound. Licensee agrees to be bound by, and comply with, the terms of this License Agreement by (i) accessing and/or using the DTS Application and/or (ii) ratifying this License Agreement by signing below.

2. License and Right to Use. DTS hereby grants to Licensee a non-exclusive and non-transferable license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.

- 2.1 DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
- 2.2 Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.

3. Internet Areas. Neither Licensee nor any third party shall be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval of DTS.

4. Term of License. The term of this License Agreement is for **one (1) year** from the effective date noted at the top of this document.

5. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.

6. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS's secure server and will provide complete access to Licensee and its representatives. Licensee is solely responsible for the sufficiency, adequacy, and completeness of its content; for updating its content as necessary; and for proper implementation of any plans or procedures required by local, state, or federal law.

7. Security of Data. At all times, DTS will have complete security of Licensee's documents on dedicated servers that only authorized DTS personnel will have access to. All logins by DTS's authorized personnel will be stored and saved as to time of log-in.

- 7.1 Licensee may request in writing that DTS only store Licensee's documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.

8. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.



9. Customer Service. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.

10. Fees.

- 10.1 Licensee shall pay a fee of **\$550**.
- 10.2 Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- 10.3 Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- 10.4 DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.

11. Warranty.

- 11.1 Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- 11.2 The express warranties provided in this License Agreement are the sole and exclusive warranties made by DTS to Licensee. DTS makes no other warranty, express or implied, and Licensee assumes no warranty, express or implied, by use of the DTS Application. By accepting this Agreement, Licensee acknowledges that it is not relying on any implied warranties, including warranties of performance, fitness for a particular purpose or otherwise, or upon any representation or warranty outside those expressly contained in this Agreement.



12. Liability.

- 12.1 DTS will not be liable to Licensee for indirect, incidental, exemplary, special or consequential damages; loss or corruption of data or interruption or loss of business; or loss of revenues, profits, goodwill or anticipated sales or savings.
- 12.2 The maximum aggregate liability of DTS under this License Agreement is limited to the fees received by DTS from Licensee for use of the DTS Application.
- 12.3 This limitation on DTS's liability applies whether the claims sound in warranty, contract, tort, infringement, or otherwise. Nothing in this License Agreement excludes any liability that cannot be limited as a matter of law.

13. Choice of Law and Venue. This License Agreement, and any dispute related to this License Agreement or arising from it, shall be governed exclusively by the laws of the State of California. The state and federal courts of the State of California shall have exclusive jurisdiction to adjudicate any dispute arising out of, or related to, this License Agreement or its formation, interpretation, or enforcement.

14. Severability. If any portion of this License Agreement is not enforceable under applicable law, it will not affect any other term of this Agreement.

15. Definitions.

- 15.1 Document. A document is defined as **a**) a specific template provided by CDE or; **b**) any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c**) individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.

* Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.

- 15.2 Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.

16. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director
Document Tracking Services
1601 India Street, 503
San Diego, CA 92101
858-784-0960 - Phone
858-587-4640 - Corporate Fax

Date: January 30, 2026

Licensee

By: _____

Date: _____

Excel Academy Charter Schools



Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2026 School Accountability Report Card (CDE Template)
2. 2026 School Plan for Student Achievement (CDE Template)
3. 2026 Comprehensive School Safety Plan (Custom Template)
4. 2026 Local Control and Accountability Plan (CDE Template)
5. Others to be identified as needed.



Order Form

Order ID: Q-205857
SM contracting entity: SurveyMonkey Inc.
FEIN: 37-1581003

Date Prepared: February 5, 2026
Prepared by: Matthew Wood
Offer expires: February 6, 2026

Customer Details

| | | | |
|---------------------------|---|-----------------------|---|
| Organization name: | Excel Academy Charter School | | |
| Business contact name: | Heidi Gasca | Billing contact name: | Excel Academy Accounts Payable |
| Business contact email: | hgasca@excelacademy.education | Billing email: | accountspayable@excelacademy.education |
| Business contact phone: | (949) 387-7822 | Billing phone: | (949) 387-7822 |
| Business address: | 1 Technology Dr, Ste I-811, Irvine, CA 92618, United States | Billing address: | 1 Technology Dr, Ste I-811, Irvine, CA 92618, United States |

Order Details

| | | | |
|--------------------------|-------------------|-------------------|--------|
| Subscription Start Date: | February 12, 2026 | Term (In Months): | 12 |
| Subscription End Date: | February 11, 2027 | Invoice Schedule: | Annual |
| Currency: | USD | Payment Terms: | Net 30 |

Subscription Products:

| Product Name | Product Attributes | QTY | Sale Price | Total Product Price |
|--|--|-----|------------|---------------------|
| SurveyMonkey Enterprise Pro | Annual subscription includes access to Enterprise platform for 5 power users, and 100K responses. Power users can access all Enterprise Pro features. User/Response overages are charged at list price of Additional User/Response Bundles, at time of overage | 1 | 6,700 | 6,700 |
| SurveyMonkey Enterprise - SMS Response Collection Add-On | Annual subscription to 10,000 SMS Credits. Requires an Enterprise seat. Credits are non-refundable and expire time of Enterprise contract or upon usage of all credits, whichever comes first. | 1 | 3,300 | 3,300 |
| Total: | | | | USD 10,000.00 |

| | |
|-----------------------|---------------|
| Subtotal: | USD 10,000.00 |
| Estimated Tax: | USD 0.00 |
| Total: | USD 10,000.00 |

Payment can be made via ACH/Wire. If your invoice total is \$50,000 USD (or the equivalent value in the currency of the invoice) or less you may pay via credit card. Please note a non-refundable 2.9% processing fee will be applied to all payments made using credit cards. This fee includes all applicable taxes.

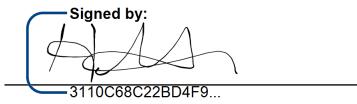
Terms

This Order Form and the products and services ordered hereunder are subject to and form part of the Governing Services Agreement located at <https://www.surveymonkey.com/mp/legal/gsa/> ("GSA"). This Order Form is effective when signed by all parties.

Fees at Renewal: Fees for each renewal term will increase by seven percent (7%) over the immediately preceding term (exclusive of sales tax).

Signatures**CUSTOMER**

Signature:



Signed by:
3110C68C22BD4F9...

Name:

Heidi Gasca

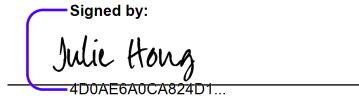
Title:

Superintendent

Date signed:

February 5, 2026**SURVEYMONKEY**

Signature:



Signed by:
4D0AE6A0CA824D1...

Name:

Julie Hong

Title:

Manager, Revenue Accounting

Date signed:

February 5, 2026

DocuSigned by:



Drew Kelsall
FFC6E538B144434...

Legal approved by:

Name:
Drew Kelsall

Date signed:

February 5, 2026

Coversheet

Consent - Education Student/Services

| | |
|--------------------------|--|
| Section: | X. Consent |
| Item: | B. Consent - Education Student/Services |
| Purpose: | |
| Submitted by: | |
| Related Material: | 2026-27 EACS School Calendar.pdf 2026-27 Acknowledgement of Responsibilities.pdf REDLINE 2026-27 Acknowledgement of Responsibilities.pdf 2026-2027 Master Agreement.pdf REDLINE 2026-2027 Master Agreement.pdf Catalina_Field Trip_Form_-_25_26.pdf |

BACKGROUND:

Item: 2026-2027 Acknowledgement of Responsibilities

Background: Revisions included more specific and inclusive language regarding required classes and assessments that students must participate in.



Excel Academy Charter Schools

2026-2027 Academic Calendar

Sem 1 = 88 Days

Sem 2 = 87 Days

| July | | | | | | |
|------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| August | | | | | | |
|--------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| September | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| October | | | | | | |
|---------|----|----|----|----|----|----|
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| November | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| December | | | | | | |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| January | | | | | | |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| February | | | | | | |
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

| March | | | | | | |
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| April | | | | | | |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| May | | | | | | |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| June | | | | | | |
|------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
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| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| LPs | Dates | Days |
|-----|------------|------|
| 1 | 8/24-9/25 | 24 |
| 2 | 9/28-10/30 | 25 |
| 3 | 11/2-12/4 | 19 |
| 4 | 12/7-1/15 | 20 |
| 5 | 1/19-2/19 | 22 |
| 6 | 2/22-3/26 | 25 |
| 7 | 4/5-4/30 | 20 |
| 8 | 5/3-5/28 | 20 |

Total 175

| Holidays | | | | | | |
|--|--|--|--|--|--|--|
| Sept. 7 - Labor Day | | | | | | |
| Nov. 11 - Veteran's Day | | | | | | |
| Thanksgiving Break Nov. 23 - Nov. 27 | | | | | | |
| Winter Break Dec. 21 - January 1 | | | | | | |
| Jan. 18 - MLK | | | | | | |
| Feb. 12-15 Presidents Day | | | | | | |
| Mar 29 - Apr 2 Spring Break | | | | | | |
| May 31 Memorial Day | | | | | | |
| Outside of Instructional End of semester | | | | | | |
| 7/4 and 6/19 | | | | | | |



Excel Academy Acknowledgement of Responsibilities

Student: {name}

Student Number: {number}

Address:

{street}

{city}, {state} {zipcode}

DOB: {date of birth}

Program Placement: {title}

1st Phone Number: {###-####}

2nd Phone Number: {###-####}

Contract Term: Full Year

Beginning Date: {start date}

End Date: {end date}

Year: 2026 - 2027

Grade Level: {#}

General Education School for Classroom Option:

{school district}

I, the student, agree to:

- The terms as outlined in the Master Agreement.
- Complete coursework as outlined in the Master Agreement and as assigned by the credentialed teacher.
- Participate in a full academic school day, with the following average hours as guidelines: TK-K 4-hours/day , Grades 1st -8th 5-hours/day, Grades 9th-12th 6-hours/day.
- Attend all required meetings as scheduled and on-time.
- Have the camera on and show my face in a virtual setting.
- Come prepared to each Learning Period (LP) meeting with the body of work assigned by my Teacher of Record (ToR). The work should be complete and legible, with clear feedback/grades provided.
- Stay on pace to complete my assignments each week. Should I need additional support, I will request it from my ToR.
- Students registered in ETL courses or the Virtual Pathway agree to:
 - Arrive promptly and come prepared each assigned school day to submit or complete assignments as directed by the classroom teacher. Submit work that is always complete and legible.
 - Attend all scheduled classes, conferences, and meetings, and actively participate and engage with participants.
- Complete intervention assignments and requirements (WIN, ELD, etc). Failure to complete intervention assignments and/or requirements for a period of five school days or more may result in a PIN.
- Regularly attend required intervention classes (WIN Live, ELD Live, &/or Essentials courses) as assigned. Failure to attend ELD and intervention classes may result in a PIN.
- Complete all required assessments, including, but not limited to: CAASPP (ELA, math, and science), all fall and spring ELA and math benchmark assessments (i.e. i-Ready), grade-level paper/pencil benchmark assessments, Physical Fitness Testing (PFT), Initial and Summative ELPAC assessments, Reading Difficulties Screener, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments. Failure to complete required school-wide

- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions, including virtual forums. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable.
- Use school-issued technology for school-related learning and assignments only, treating it with care and respect.
- If my behavior does not comply with school expectations, I may receive a Behavior Improvement Plan (BIP).

* Please see the Parent Handbook for a description of the Progress Improvement Notification (PIN) process.

I, the parent/guardian agree to:

- Prompt, timely, and effective communication with staff within 48 hours, excluding weekends and school holidays.
- Provide necessary documentation or information to the school in order to record attendance in compliance with applicable law.
- Provide the school with all required documentation for continued enrollment, such as proof of residency.
- Provide Excel Academy with in-progress grades if my student enrolls 25 days or more after the start of the semester and understand that in-progress grades will be combined with grades earned at the previous school to award the final semester grade.
Request support from my student's assigned ToR when needed.
- Provide Excel Academy with a copy of either an unofficial or official transcript during the registration process. Upon enrollment, an official transcript is required in order to include grades and credits on the Excel Academy high school transcript.
- Provide transportation to my student's scheduled meetings and school assessments.
- Monitor my student's behavior in all school-related classes or activities.
- Ensure my student completes mandated school-wide assessments such as: CAASPP (ELA, math, and science), i-Ready Diagnostic Assessments, grade-level paper/pencil benchmark assessments, PFT, Initial and Summative ELPAC assessments, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments. Failure to complete required school-wide assessments will result in a PIN.
- Support my student in the completion of intervention assignments as required (WIN, ELD, etc). Failure to complete intervention assignments for a period of five school days or more may result in a PIN.
- Ensure regular student attendance in required intervention classes (WIN Live, ELD Live, &/or Essentials courses) as assigned. Failure to attend intervention classes for a period of five school days or more may result in a PIN.
- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable.
- Ensure VCI classes paid with instructional funds take place on instructional days during the current school year.
- Return all school-issued materials upon disenrollment, involuntary withdrawal, or the designated due date. All school purchased materials will be returned to Excel Academy. All materials are the property of Excel Academy and are on loan to the student while enrolled.

Personalized Path:

- Be responsible for the daily teaching, monitoring, verification, assessment and grading of all subjects/courses outlined in the Master Agreement.
- Be responsible for the adequate academic progress of my student as determined by the ToR. If a tutor is needed, the tutor's instruction does not supersede my responsibility for the day-to-day instruction and progress monitoring of my student.
- Attend Learning Period (LP) meetings at a mutually agreed upon location. If a make-up meeting is scheduled, it needs to take place within 5 school days of the original meeting. If this does not occur, a PIN may be issued. Parents/guardians that reschedule more than twice per school year may be subject to a Progress Improvement Notification (PIN).
- Provide the body of work for each subject/course assigned according to the pacing guide and all necessary paperwork.
- Ensure the student's coursework aligns with grade-level standards. If the ToR finds that the student's course of study is missing key content standards and provides additional assignments/curriculum, the parent is responsible to ensure that content is covered.
- Upon request, provide work samples every 5 school days to designated staff.
- High school students or students taking high school-level coursework must actively attempt and complete a minimum of at least 25-30 credits per semester in order to maintain earning sufficient credits toward graduation (20-25 credits at Excel Academy if the student is participating in concurrent enrollment).
- Official transcripts for college courses must be submitted to the Registrar as soon as possible after completing a course in order to receive a high school grade on the report card and credit on the transcript.
- Junior high students must receive prior approval to enroll in a high school math and/or world language course for high school credit. Credits do not count toward the required credits for graduation.

Virtual Path or ETL Classes

- Attend all scheduled classes and notify my teacher in advance if my student will be absent.
- Provide the needed support for my student to access online learning and actively participate in class. (Ensure students can log into class and curriculum platforms, as well as access needed classroom materials and checklists.)
- Ensure my student has the camera on and their face is in view.
- Ensure my student completes and uploads all assigned work by the due date set by the classroom teacher.
- Any communication in the chat will be on topic, follow school policies, and be appropriate for the school setting.
- Read all school emails and respond to my student's teacher promptly.
- Oversee my student during school hours, ensuring my student is actively engaged during class time and completing all necessary assignments each school day.
- Provide a quiet atmosphere free from distractions such as televisions, cell phones, and gaming devices. Redirect student attention to the class when necessary.

Attend all required school meetings with the student on time and as scheduled. If any school meeting is held virtually, I agree to show my face and my student's face on camera during the meeting.

- Notifying school personnel at least 24 hours prior if cancellation or change is necessary.

The charter school has an obligation to provide a Free Appropriate Public Education (FAPE) to every student with an Individualized Education Program (IEP). If my student has an IEP and does not access the special education and related services as outlined in the IEP, the charter school will contact me to discuss the matter and may be required to schedule an IEP team meeting. The IEP team will discuss the reasons for missed or canceled sessions as they relate to the student's unique needs. Parent participation is expected to address the student's access to necessary support and services.

** Comprehensive Teacher of Record and Parent responsibilities are outlined in the EACS Handbook*

We, the undersigned, read, understand, and agree to comply with all agreements and policies located in the EACS Handbook.

We, the undersigned, read, understand, and voluntarily agree to the terms and conditions of this Independent Study Acknowledgement of Responsibilities Agreement. Our signatures below indicate that we understand and accept our responsibilities in relation to this document.

Student Signature

Date_____

Parent/Guardian/Caregiver Signature

Date_____

Teacher of Record Signature

Date_____



Excel Academy Acknowledgement of Responsibilities

Student: {name}

Student Number: {number}

Address:

{street}

{city}, {state} {zipcode}

DOB: {date of birth}

Program Placement: {title}

1st Phone Number: {###-####}

2nd Phone Number: {###-####}

Contract Term: Full Year

Beginning Date: {start date}

End Date: {end date}

Year: 2026 - 2027

Grade Level: {#}

General Education School for Classroom Option:

{school district}

I, the student, agree to:

- The terms as outlined in the Master Agreement.
- Complete coursework as outlined in the Master Agreement and as assigned by the credentialed teacher.
- Participate in a full academic school day, with the following average hours as guidelines: TK-K 4-hours/day , Grades 1st -8th 5-hours/day, Grades 9th-12th 6-hours/day.
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- Have the camera on and show my face in a virtual setting.
- Come prepared to each Learning Period (LP) meeting with the body of work assigned by my Teacher of Record (ToR). The work should be complete and legible, with clear feedback/grades provided.
- Stay on pace to complete my assignments each week. Should I need additional support, I will request it from my ToR.
- Students registered in ETL courses or the Virtual Pathway agree to:
 - Arrive promptly and come prepared each assigned school day to submit or complete assignments as directed by the classroom teacher. Submit work that is always complete and legible.
 - Attend all scheduled classes, conferences, and meetings, and actively participate and engage with participants.
- Complete intervention assignments and requirements (WIN, ELD, etc). Failure to complete intervention assignments and/or requirements for a period of five school days or more may result in a PIN.
- Regularly attend required intervention classes (WIN Live, ELD Live, &/or Essentials courses) as assigned. Failure to attend **ELD and** intervention classes ~~for a period of five school days or more~~ may result in a PIN.
- Complete all required assessments, including, **but not limited to the following:** CAASPP (ELA, math, and science), ~~all fall and spring iReady ELA and math benchmark Diagnostic assessments (i.e. i-Ready)~~, grade-level paper/pencil benchmark assessments, Physical Fitness Testing (PFT), Initial and Summative ELPAC assessments, **Reading Difficulties Screener**, Algebra 1 Readiness Assessment (students entering

- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions, including virtual forums. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable.
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- Ensure the student's coursework aligns with grade-level standards. If the ToR finds that the student's course of study is missing key content standards and provides additional assignments/curriculum, the parent is responsible to ensure that content is covered.
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- Oversee my student during school hours, ensuring my student is actively engaged during class time and completing all necessary assignments each school day.
- Provide a quiet atmosphere free from distractions such as televisions, cell phones, and gaming devices. Redirect student attention to the class when necessary.

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- Failure to do so for a period of 5 school days or more, will result in a Progress Improvement Notification (PIN).

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* *Comprehensive Teacher of Record and Parent responsibilities are outlined in the EACS Handbook*

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We, the undersigned, read, understand, and voluntarily agree to the terms and conditions of this Independent Study Acknowledgement of Responsibilities Agreement. Our signatures below indicate that we understand and accept our responsibilities in relation to this document.

Date _____

Student Signature

Date _____

Parent/Guardian/Caregiver Signature

Date _____

Teacher of Record Signature



Excel Academy Charter School Master Agreement for Independent Study

Student: {name}

Student Number: {number}

Address:

{street}

{city}, {state} {zipcode}

DOB: {date of birth}

Program Placement: {title}

1st Phone Number: {###-####}

2nd Phone Number: {###-####}

Contract Term: Full Year

Beginning Date: {start date}

End Date: {end date}

Year: 2026 - 2027

Grade Level: {#}

General Education School for Classroom

Option: {school district}

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established school's governing board and are consistent with the school's or state standards as outlined in the school's subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

| Schedule | Category | Course Value |
|--------------------|------------------|-------------------------------|
| {class_title} | {category_title} | {class_credits} {credit type} |
| {curriculum_title} | | {course_value} |

Methods of Study: Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, and Community Provider Courses.

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to support the achievement of progressing through grade level content standards and must include resources that are traditionally available to all public school students. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.

Methods of Evaluation: Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher created tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, and Finals.

Personalized Path Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group. Time: 8:30am- 4:30 Day: Mon - Fri. Frequency: at minimum once every 25 school days. Duration: Full Year. Location: Varies. Communication with parents or guardians may come in the form of in-person or virtual meeting, phone call, email, text message, physical letter, and or mailed letters.

Virtual Path Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group, whole group. Time: 8:00 AM - 4:00 PM Day: Mon - Fri. Frequency: daily with a combination of synchronous and asynchronous learning opportunities. Attendance will be collected daily and reported at minimum once every 25 school days. Duration: Full Year. Location: Varies. Communication with parents or guardians may come in the form of in-person or virtual meeting, phone call, email, text message, physical letter, and or mailed letters.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies: According to the Board Policy for grades Tk through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is every 25 school days, unless an exception is made in accordance with the Board Policy. After 3 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate setting for this student.

Additional Board Policy:

Specific Resources including materials and personnel that will be made available to all students.

The school shall provide specific resources including confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. The school will provide the following for all students: school personnel, a credentialed teacher, textbooks, computers and software, supplementary material, educational activities, and community resources.

Academic and Other Supports: The school shall utilize its Multi-Tiered Systems of Support (MTSS) to address the needs of pupils who are not performing at grade level or need support in other areas, such as English Learners, foster and homeless youth and pupils requiring mental health support. As a public charter school, EACS follows all rules and regulations contained within the Individuals with Disabilities Education Act (IDEA) and the California Education Code. EACS is committed to providing required services and supports per a pupil's active Individualized Education Program (IEP) where applicable. Policies, procedures, and guidelines are in place to ensure that students are identified, assessed, and provided a free appropriate public education (FAPE) in the least restrictive environment (LRE). EACS additionally complies with Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to public education for all students with disabilities. The school shall provide specific resources including confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

Missed Assignments and Satisfactory Progress: An evaluation shall be completed to determine whether it is in the best interest of the student to remain in independent study under the following circumstances:

1. In the event that three or more identified assignments are missed in a learning period; and

2. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's *Satisfactory Educational Progress Policy* and procedure which considers ALL of the following indicators:
 - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in the Education Code Section 52060(d) paragraphs (4) and (5).
 - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - c. Learning required concepts, as determined by the supervising teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
- 3 An Attendance Intervention Meeting (AIM) may be held once a student receives a second Progress Improvement Notification (PIN) to create a support plan for student success. The meeting shall include a review of the pupil's written master agreement, and reconsideration of the independent study program's impact on the pupil's achievement and well-being. If the student and parent/guardian elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and supports.
4. If the student continues to make unsatisfactory educational progress, then a third Progress Improvement Notification (PIN) will be given and a Best Interest Meeting will be held, where an internal evaluation will be conducted to determine whether it is in the best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the process outlined in Board Policy 6115 on Attendance, Progress Notification (PIN) and Involuntary Withdrawal.

This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

Tiered Re-Engagement Strategies

The Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 5747(g). These procedures are as follows:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
4. An Early Intervention/Re-Engagement letter will be sent via email or hard copy to parents, guardians or caregivers who are making unsatisfactory educational progress.
5. A preventative meeting will be scheduled to offer resources, including connection with health and social services as needed.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student Signature Date

Parent/Guardian/Caregiver Signature Date

Supervising Teacher Signature Date

OtherSignatureDate OtherSignatureDate



Excel Academy Charter School Master Agreement for Independent Study

Student: {name}

Student Number: {number}

Address:

{street}

{city}, {state} {zipcode}

DOB: {date of birth}

Program Placement: {title}

1st Phone Number: {###-####}

2nd Phone Number: {###-####}

Contract Term: Full Year

Beginning Date: {start date}

End Date: {end date}

Year: 2026 - 2027

Grade Level: {#}

General Education School for Classroom

Option: {school district}

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established school's governing board and are consistent with the school's or state standards as outlined in the school's subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

| Schedule | Category | Course Value |
|--------------------|------------------|-------------------------------|
| {class_title} | {category_title} | {class_credits} {credit type} |
| {curriculum_title} | | {course_value} |

Methods of Study: Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, and Community Provider Courses.

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to support the achievement of progressing through grade level content standards and must include resources that are traditionally available to all public school students. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.

Methods of Evaluation: Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher created tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, and Finals.

Personalized Path Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group. Time: 8:30am- 4:30 Day: Mon - Fri. Frequency: at minimum once every 25 school days. Duration: Full Year. Location: Varies. Communication with parents or guardians may come in the form of in-person or virtual meeting, phone call, email, text message, physical letter, and or mailed letters.

Virtual Path Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group, whole group. Time: 8:00 AM - 4:00 PM Day: Mon - Fri. Frequency: daily with a combination of synchronous and asynchronous learning opportunities. Attendance will be collected daily and reported at minimum once every 25 school days. Duration: Full Year. Location: Varies. Communication with parents or guardians may come in the form of in-person or virtual meeting, phone call, email, text message, physical letter, and or mailed letters.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies: According to the Board Policy for grades Tk through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is every 25 school days, unless an exception is made in accordance with the Board Policy. After 3 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate setting for this student.

Additional Board Policy:

Specific Resources including materials and personnel that will be made available to all students.

The school shall provide specific resources including confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. The school will provide the following for all students: school personnel, a credentialed teacher, textbooks, computers and software, supplementary material, educational activities, and community resources.

Academic and Other Supports: The school shall utilize its Multi-Tiered Systems of Support (MTSS) to address the needs of pupils who are not performing at grade level or need support in other areas, such as English Learners, foster and homeless youth and pupils requiring mental health support. As a public charter school, EACS follows all rules and regulations contained within the Individuals with Disabilities Education Act (IDEA) and the California Education Code. EACS is committed to providing required services and supports per a pupil's active Individualized Education Program (IEP) where applicable. Policies, procedures, and guidelines are in place to ensure that students are identified, assessed, and provided a free appropriate public education (FAPE) in the least restrictive environment (LRE). EACS additionally complies with Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to public education for all students with disabilities. The school shall provide specific resources including confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

Missed Assignments and Satisfactory Progress: An evaluation shall be completed to determine whether it is in the best interest of the student to remain in independent study under the following circumstances:

1. In the event that three or more identified assignments are missed in a learning period; and

2. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's *Satisfactory Educational Progress Policy* and procedure which considers ALL of the following indicators:
 - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in the Education Code Section 52060(d) paragraphs (4) and (5).
 - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - c. Learning required concepts, as determined by the supervising teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
- 3 An Attendance Intervention Meeting (AIM) may be held once a student receives a second Progress Improvement Notification (PIN) to ~~create a support plan for student success, determine if it is in the best interest of the student to remain in independent study.~~ The meeting shall include a review of the pupil's written master agreement, and reconsideration of the independent study program's impact on the pupil's achievement and well-being. If the student and parent/guardian elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and supports.
4. If the student continues to make unsatisfactory educational progress, then a third Progress Improvement Notification (PIN) will be given and ~~a Best Interest Meeting will be held, where~~ an internal evaluation will be conducted to determine whether it is in the best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the process outlined in Board Policy 6115 on Attendance, Progress Notification (PIN) and Involuntary Withdrawal.

This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

Tiered Re-Engagement Strategies

The Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 5747(g). These procedures are as follows:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
4. An Early Intervention/Re-Engagement letter will be sent via email or hard copy to parents, guardians or caregivers who are making unsatisfactory educational progress.
5. A preventative meeting will be scheduled to offer resources, including connection with health and social services as needed.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student Signature Date

Parent/Guardian/Caregiver Signature Date

Supervising Teacher Signature Date

OtherSignatureDate OtherSignatureDate

Education Services

OVERNIGHT FIELD TRIP REQUEST FORM for BOARD APPROVAL

This form is to be used to obtain board approval for overnight field trips.

1. Overnight field trip requests must be submitted on this form for consideration.
2. Overnight field trips require approval from the charter school board
3. The field trip request form must be signed by the field trip coordinator and the charter school executive director/director/ or designee before sending to the board for approval.
4. A trip itinerary must be attached to the completed request form.

| | |
|--------------------------------------|---|
| Date of Request | February 12, 2026 |
| Name of Charter School | Excel Academy Charter Schools |
| Lead Chaperone | Ashley Skalsky |
| Field Trip Coordinator | Melissa Harvilla |
| Director/Executive Director/Designee | |
| Location of Trip | Catalina Island; Catalina Island Marine Institute - Fox Landing |
| Dates of Trip | April 10-12, 2026 |
| Classes/Grade Level(s) | 9th-12th |
| Instructional Objectives | <ol style="list-style-type: none"> 1. Students will study sharks and their roles in the ecosystem, and will interact with them in a touch tank setting. 2. Students will explore the tidepools and study the common species found in the intertidal zone. |

| | |
|------------------------------|---|
| Excel Academy (CA) - Regular | <p>Meeting of the Board of Directors - Agenda - Thursday February 12, 2026 at 10:05 AM</p> <ol style="list-style-type: none"> 3. Students will observe and analyze local flora and fauna during a hands-on hike. 4. Students will learn about the science of night sky objects as well as the mythology associated with them. 5. Students will develop their problem-solving skills as they learn to work as a team. |
| Standards Addressed | <p>LS2.A: Interdependent Relationships in Ecosystems Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.</p> <p>ESS2.D: Weather and Climate The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.</p> <p>ESS3.C: Human Impacts on Earth Systems The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.</p> |

Information (if applicable)

| | |
|------------------------------|---|
| Fees and payment Schedule | <p>\$385 per student Payment is made through an initial deposit at the time of booking, with the final balance due within 30 days of departure.</p> |
| | <p>Transportation - Parents will drop students off at the Long Beach pier on the morning of departure. Students and chaperones will be transported to and from Catalina Island by ferry. Parents will pick students up at the Long Beach pier upon their return.</p> <p>Phone Tree/Chaperone Groups</p> <p>Signatures</p> <p>Lead Chaperone Date: 1/29/26</p> <p>Field Trip Coordinator Date: 1/29/26</p> |

Coversheet

Consent - Personnel Services

Section:

X. Consent

Item:

C. Consent - Personnel Services

Purpose:

Discuss

Submitted by:**Related Material:**

Excel Academy Comprehensive Safety Plan (2).pdf
EACS Safety Plan Revisions - February 2026.pdf



Comprehensive Safety Plan

Includes: Instructional Continuity Plan (ICP)

2026-2027

1 Technology Drive
Suite I-811
Irvine, CA 92618

Main Excel Academy Office Line: 949-387-7822

Administration
Heidi Gasca, Superintendent

Board of Directors
William Hall, Board President
Michael Humphrey, Board Vice President
Steve Fraire, Board Clerk
Susan Houle, Board Member
Larry Alvarado, Board Member

EVALUATION OF PROGRESS AND REVISION OF THE COMPREHENSIVE SAFETY PLAN

Part 1 and 2 Comprehensive Safety Plan Draft 0119

The Comprehensive School Safety Plan (Plan) is established to ensure the health and safety of pupils and staff. The Plan shall be evaluated and amended, as needed, by the Board of Directors no less than once a year to ensure that the Plan is properly implemented. ~~(Education Code Section 35294.2[e]47605(F)(i)-(ii))~~ **(Education Code Section 47605(c)(5)(F))**. The Plan will be reviewed and updated by March 1 of each year.

The Plan is in compliance with Education Code Sections 44237(A) and (H), inclusive of paragraph (2) of subdivision (a) of Section 32282. **The school additionally complies with Section 32280-32289.5 to the extent required for charter schools.** An updated file of all safety-related plans and materials shall be readily available for inspection by the public. A copy of the Plan will be kept in each school office.

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Section I: Program Plan Purpose

Purpose

The purpose of this Plan is to provide specific guidelines and procedures for Teachers, Administration, Staff, Parents, Students, and Providers. It is the school's goal that readers will be prepared to respond to the variety of emergency situations that could arise in or around school functions and events. This plan serves as the Comprehensive School Safety Plan required by Education Code Sections 32280-32289 and 47605.

Objective

Excel Academy recognizes that students and staff have the right to a safe, secure, and respectful environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student and employee conduct. In accordance with SB 553, this plan integrates the school's Workplace Violence Prevention Plan (WVPP) to protect employees from hazards in the workplace.

Nondiscrimination and Fair Treatment of Pupils

Excel Academy realizes that a major source of conflict in many schools is the problem of bias and unfair treatment of students based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, military or veteran status, genetic information, or association with a person or a group with one or more of these actual or perceived characteristics. Our school strives to convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Excel Academy strives to communicate to students and the greater community that all students are valued and respected.

Conduct

Excel Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. At program activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the event.

Behavior is considered appropriate when students are diligent in study, responsible with program property, courteous and respectful towards teachers, staff, volunteers, and other students. Every

effort is made to ensure students are aware of the expected behaviors at a program-organized event.

The Superintendent or designee shall ensure that each program develops standards of conduct and discipline consistent with board policies and administrative regulations. Standards of conduct shall include clear policies on bullying prevention and cyberbullying in accordance with AB 2291.

Parents/guardians and students may be provided information about early warning signs of harassing/intimidating behaviors, such as bullying, as well as prevention and intervention strategies.

Plan Elements

The Excel Academy School Plan contains the following elements:

- Emergency Preparedness
 - Professional Development/Staff Meetings
 - Learning Period Meetings
 - Testing site safety and contact procedures
 - Field trip safety and contact procedures
 - Professional Development/Staff Meetings
 - School office evacuation procedures
 - Workplace Violence Prevention Plan
- Human Resources
 - Mandated Reporter
 - Sexual Harassment
 - Bloodborne Pathogens
 - Active Shooter
 - Opioid Overdose Prevention
- Expectations of Conduct
 - Students
 - Parents/Guardians
 - Staff

The school Plan shall be evaluated annually and re-published in March of each year. A copy of the School Plan will be available for review at the Excel Academy school office and online at www.excelacademy.education. The plan will also be communicated to the local fire and law enforcement agencies annually.

Criminal Background Check

All candidates for employment shall submit to a criminal background check in compliance with Education Code Section 44237 prior to employment. In accordance with AB 1871 and EC 45125.1, this requirement extends to all non-certificated employees and third-party vendors who may have contact with students.

Criminal background checks cannot be carried over from the candidate's prior employer. Failure to submit to a criminal background check will result in the candidate's application for that position being withdrawn from further consideration. Excel Academy maintains a system of subsequent arrest notifications from the Department of Justice (DOJ) to ensure ongoing monitoring of staff eligibility.

Section II: Program Policies

A. Child Abuse Reporting

In compliance with EC Section 32282, this section will identify the proper Child Abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

Duty to Report

In conformance with the requirements of Penal Code 11165.7, any district employee who has knowledge of or observes a child in their professional capacity or within the scope of their employment, whom they know or reasonably suspects has been a victim of child abuse, shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The mandated reporting duties are required of the individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code 11166.1, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing upon their training and experience, to suspect child abuse. Reasonable suspicion does not require certainty; it only requires that it be 'objectively reasonable' for a person in a like position to suspect abuse.

Definitions:

1. "Child Abuse" includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person
 - b. Sexual abuse of a child
 - c. Commercial Sexual Exploitation of Children (CSEC), including human trafficking of a minor.

- d. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody
- e. Unlawful corporal punishment or injury resulting in a traumatic condition
- f. Neglect of a child or abuse in out-of-home care

2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all Excel Academy employees. The following Excel Academy personnel are required to report:

- a. Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, and those instructional aides or other classified employees trained in child abuse reporting

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation

4. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the Superintendent or the director's designee. Per Penal Code 11166(i)(1), no supervisor or administrator may impede or inhibit a reporting duty, and no person making such a report shall be subject to any sanction.

If the mandated reporter does not disclose their identity to the Superintendent, they shall provide or mail a copy of the written report to the main office without their signature or name to ensure the school's record-keeping compliance while maintaining reporter anonymity.

The Superintendent so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with California State law and regulations. At the mandated reporter's request, the Superintendent may assist in completing and filing these forms.

If the mandated reporter does not disclose their identity to the Superintendent, they shall provide or mail a copy of the written report to the main office without their signature or name.

Legal Responsibility and Liability:

Immunity: Mandated reporters have absolute immunity from civil or criminal liability for making a report required or authorized by CANRA (Child Abuse and Neglect Reporting Act).

Penalty for Failure to Report: Failure to report is a misdemeanor punishable by up to six months in jail, a \$1,000 fine, or both. If the failure to report results in death or great bodily injury, the penalty increases to up to one year in county jail and/or a fine of up to \$5,000.

Child Protective Services Hotlines

1. Orange county: 714-940-1000 -or- 800-207-4464

2. Los Angeles county: 800-540-4000 (within CA), 213-639-4500 (outside CA), 800-272-6699 TDD
3. Riverside county: 800-442-4918 -or- 877-922-4453
4. Ventura county: 805-654-3200
5. Kern county: 661-631-6011 -or- 760-375-6049
6. San Bernardino county: 909-384-9233 -or- 800-827-8724
7. San Diego county: 858-560-2191 -or- 800-344-6000
8. Imperial county: 760-337-7750

Sheriff's Offices Contact Information

1. Orange county
 - o Phone: 714-647-7000
 - o Website: <http://www.ocsd.org>
2. Los Angeles county
 - o Phone: 323-267-4800
 - o Website: <http://www.lasd.org>
3. Riverside county
 - o Phone: 951-955-2400
 - o Website: <http://www.riversidesheriff.org>
4. Kern county
 - o Phone: 661-391-7500
 - o Website: <http://www.kernsheriff.com>
5. Ventura county
 - o Phone: 805-654-9511
 - o Website: <http://www.vcsd.org>
6. San Bernardino county
 - o Phone: 909-387-3400
 - o Website: <http://www.sbcounty.gov/sheriff>
7. San Diego county
 - o Phone: 858-974-2240
 - o Website: <http://www.sdsheriff.net>
8. Imperial county
 - o Phone: 442-265-2001
 - o Website: <http://www.icso.org>

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report must be completed on a state form called 8572, which will be downloaded at

Written Report Form (SS 8572): The written report must be completed on the current California DOJ form. Current Form Link: <https://oag.ca.gov/childabuse/forms> (Form SS 8572)

([Appendix C: Child Abuse Report Form](#))

[Child Abuse Training Requirement:](#)

- Per AB 1432, all Excel Academy employees must annually complete the Mandated Reporter Training course within the first six weeks of school or by the sixth week of employment.
 - Substitute Employees: Must also complete training before beginning work.
 - Record Keeping: Proof of completion must be submitted to Human Resources and retained for at least three years.
- This course is fully compliant with California Assembly Bill 1432 and is available online through SafeSchools, the school's online training and tracking system designed specifically for education agency employees.
- The SafeSchools learning management system will generate the required reports for proof of completion. Employees must retain a copy of the training certificate.
- Staff must access online training courses at:
 - <http://www.mandatedreporterca.com/> -or-
 - <https://eacs-ca.safeschools.com/login>
 - Mandated reporter training courses will be assigned through the SafeSchools interface.

B. Immigration Enforcement: Notification, Access, and Response Procedures

California law provides protections for students and families in situations involving actual or perceived immigration enforcement activities. Although EACS does not operate a traditional schoolsite, these requirements apply during any in person event, testing session, or activity where EACS personnel are supervising students. When applicable, EACS personnel shall not grant immigration enforcement officers access to students, student records, or EACS-supervised areas unless the officer presents a valid judicial warrant signed by a federal judge or magistrate. Administrative warrants are not sufficient for granting access. If immigration enforcement officers appear at a EACS-supervised event, personnel will immediately notify the Superintendent or Incident Commander, request identification and the stated purpose of the visit, and decline entry where possible until the documentation has been reviewed by EACS administration. The Superintendent or designee will examine any warrant or request to determine whether it meets the legal requirements and will communicate directly with the enforcement officer regarding EACS's response. All encounters will be documented according to EACS procedures.

EACS will notify parents and guardians as soon as reasonably possible, unless prohibited by law, and will provide the communication in the primary language listed in the student's records. Notifications will describe the nature of the enforcement activity, whether students or staff were contacted, and any relevant rights or resources available to families. Student information will remain protected under FERPA and California law, and EACS will not release educational records or personally identifiable information to immigration enforcement officers unless compelled by a valid court order that has been reviewed and verified by the Superintendent or designee.

All personnel will receive annual training on the procedures including recognizing valid warrants, responding to actual or perceived immigration enforcement, following notification requirements, and maintaining appropriate confidentiality. During in-person events or testing sessions, supervising personnel will review these procedures in advance and be prepared to contact administration if an immigration enforcement officer appears. EACS will also inform hosting facilities, when appropriate, that the school follows California's student and family immigration-enforcement protections.

C. Routine & Emergency Disaster Procedures - Continuity Plan for Disruption in in-person learning

Overview & Scope

Excel Academy is primarily an independent study program. However, during school-sponsored events (testing, field trips, staff meetings), the school assumes custodial responsibility. This plan satisfies the requirements of EC 32282 regarding disaster procedures and emergency protocols.

Continuity of Learning (Disruption Plan)

In the event of a localized or state-wide disruption to in-person services (e.g., pandemic, wildfire, or loss of administrative office access):

- **Instructional Continuity:** Instruction will continue via the established Independent Study Master Agreement.
- **Communication:** The school will utilize the emergency communication system (e.g., ParentSquare, email, or SMS) to provide status updates within 24 hours of the disruption.
- **Virtual Services:** If testing sites or field trips are cancelled, the school will provide alternative virtual enrichment or reschedule state testing within the CDE-approved testing window.

Required Training and Resources for All Employees

- Active Shooter/ Tactical Response: Based on "Run, Hide, Fight" or "ALICE" protocols.
- Workplace Violence Prevention: In compliance with SB 553 (California's new Workplace Violence Prevention requirement).
- Mandated Reporting & First Aid: SafeSchools modules.
- Emergency Contact: Employees must maintain updated emergency contact data in Paycom.

Professional Development/Staff Meetings

Biannual staff meetings are conducted.

Guidelines for Student and Staff Dismissal

Student Dismissal & Communication Protocol

- **Emergency Communication (Cell Phones):** While students may possess smart phones, during an active emergency, use is restricted to emergency-related communications only to keep lines open for first responders and prevent the spread of misinformation. Students must

follow the specific directives of the Superintendent or Law Enforcement regarding when it is safe to broadcast their location.

- Authorized Pick-up: Students will only be released to adults listed on the emergency contact card with valid photo ID.
- Extended Supervision: In a disaster (e.g., earthquake) where travel is impossible, school staff will remain "in loco parentis" until every student is safely released.

Staff Dismissal (Disaster Service Workers)

Per Government Code 3100, all public employees (including charter school staff) are designated as Disaster Service Workers. In a declared state of emergency, staff may be required to remain on-site or report to a designated area to assist in emergency response until officially released by the Superintendent or Emergency Command.

School Events

In the event that a state of emergency is declared that does not pose an immediate threat to the school, all students will be required to remain onsite, or at an alternate location, designated by law enforcement under the supervision of the Superintendent, director's designee, or other school staff assigned by the Superintendent or designee. Students not already attended by a parent/guardian will not be permitted to leave until:

1. Regular dismissal time, and only if it is considered safe to do so.
2. An authorized adult with a photo ID, who is identified as the designated pick-up, arrives to retrieve the student.
3. In the event of a natural or man-made disaster that prevents parents and other designated adults from picking up students, students will remain under the supervision of school staff.
4. In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications.

Incident Command: Superintendent Responsibilities

The Superintendent (or designee) serves as the Incident Commander and shall:

- Assess & Alert: Contact local Sheriff/HP to determine evacuation necessity.
- Communication: Act as the sole liaison for media and the Board/Superintendent.
- Accounting: Ensure all "Teachers of Record" have accounted for students at the site.
- Emergency Apps: Monitor "PulsePoint" or "Integrated Reporting" apps for real-time local threats.

Emergency Response Protocols: Fire

Fire & Evacuation (Sites/Offices)

1. **Immediate Evacuation:** Trigger alarm; evacuate via nearest safe exit.
2. **Elevators:** Never use elevators during fire or earthquake.
3. **ADA Assistance:** Senior staff must implement pre-arranged "Buddy Systems" for individuals with mobility or sensory disabilities.
4. **Window Breakers:** Only to be used if primary and secondary door exits are fully obstructed.
5. **Re-entry:** Prohibited until a "Code Clear" is issued by the Fire Department.

Testing Sites (Mobile Operations)

Due to the temporary nature of testing sites, the Assessment Lead is responsible for:

- Identifying the host facility's evacuation map upon arrival.
- Begin orderly evacuation immediately
- Lead students to the designated evacuation area away from fire lanes
- Designating a specific "Rally Point" in the parking lot for Excel Academy students.
- Maintaining a physical "Sign-in/Sign-out" sheet to ensure 100% accountability during an evacuation.
- Report any missing students to the Assessment Lead or senior Excel Academy employee immediately
- Remain with students until given alternative instructions
- In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications.

Student Catching Fire (Stop, Drop, and Roll)

- Instruct student to **Stop, Drop, and Roll.**
- Smother flames with a non-synthetic blanket or jacket (wrap from neck down to protect face).
- Immediately call 911 and notify the Superintendent.

Building Fire

- Evacuate the building as soon as possible. The safety of all persons and students must take precedence over personal effects.
- Call 911
- Contact the Superintendent or designee
- Do not re-enter the building until directed by law enforcement and/or fire

Emergency Response Protocols: Relocation, Threats, and Hazards

1. Relocation/Evacuation/Refuge

Relocation from the School Office

In any emergency requiring evacuation, all employees must prioritize life safety over property.

- **Immediate Action:** Cease all activities and exit via the nearest safe stairwell or door.
- **Leadership:** The most senior staff member present serves as the Site Incident Lead until emergency services arrive.
- **Elevators:** Use is strictly prohibited.
- **ADA & Accessibility:** Excel Academy maintains a voluntary "Self-Identification" list for staff/visitors requiring assistance. The Site Incident Lead will assign "Evacuation Buddies" to assist individuals with disabilities.
- **Emergency Egress (Window Breakers):** Window breakers are located in designated areas. They are only to be used as a last resort if all primary and secondary door exits are non-navigable. Staff must exercise extreme caution to avoid falling glass and secondary injuries.
- **Accountability:** Once at the "Rally Point" (Appendix F), the Site Incident Lead will conduct a roll call of all employees and visitors.
- **Re-entry:** No person shall re-enter the building until the Fire Department issues a "Code Clear" and the Superintendent or designee authorizes re-entry.

Relocation from Mobile/Public Sites (Testing, Field Trips, Homes)

1. **Host Procedures:** Follow the specific evacuation posted by the venue (e.g., community center, hotel).
2. **Supervision:** Excel Academy staff must remain with students at all times during the evacuation and relocation process.
3. **Reporting:** Once safe, the staff member must contact a school administrator to confirm the safety of all participants.

Relocation/Evacuation from the School Office

In the event that an emergency occurs, all employees are to evacuate the building by following the procedures below. For an evacuation map, please see Appendix F.

1. All employees must immediately stop whatever they are doing and quickly and safely exit the building, if possible.
2. It is the responsibility of the most senior staff member present at the time of the emergency to see that all employees leave the building promptly and safely.
3. All employees must exit the building by way of the nearest exit or stairwell to the outside.
 1. If the nearest stairwell is blocked by smoke, use the other stairwell. DO NOT USE THE ELEVATOR. Excel Academy will make every attempt to create prior arrangements with staff and individuals with disabilities as needed to assist them in the event of an evacuation.
 2. If the nearest doorway or exit is blocked, and if the emergency calls for immediate evacuation, utilize the window breaker to clear a safe path to the outside.
1. Follow the exit plans and get to the secure designated meeting area.
2. Once outside the building, the designee will:
 1. Confirm that the fire department has been called (911)
 2. All employees must immediately congregate in the designated meeting area and the senior employee will confirm that all employees and visitors are out of the building and accounted for.
 3. Designate someone to meet the fire department to provide additional information if necessary.
1. Staff members will be assessed to determine if additional medical attention is required and appropriate action will be taken.
2. Do not re-enter until the building is declared safe by the Fire Department and you are informed to do so by the Superintendent or designee.
3. In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications.

Relocation/Evacuation from a public meeting space, business or home

1. Follow the evacuation procedure posted at the meeting space or business location.
2. Follow staff member instructions.
3. Excel Academy employees, supervise the evacuation of students and parents
4. Ensure that all parents and/or students are accounted for.
5. Contact 911 as soon as it is safe to do so.
6. Contact a school administrator to inform them of the situation.
7. If order is evacuation from home please notify your Teacher of Record for additional resources.

8. In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications.

2. Bomb Threats

Excel Academy Administrative staff or teachers may be notified of bomb threats via different mediums, e.g., telephonic, written, email, etc. In the event of a bomb threat, the administration will assess the location of the bomb threat and how many TORs, staff and students may be in or near the area of the threat.

If Administration, TORs, or support staff are the person(s) receiving the message of a bomb threat by phone they must try to maintain contact with the caller and ask for the location of the bomb, the time it is expected to detonate, the reason for the bomb, etc. In the event that a staff member or TOR receives a bomb threat, they must immediately notify:

- The Superintendent
- The Sheriff's Department
- The Fire Department

Excel Academy treats all threats as serious until a formal threat assessment is completed.

- **Receiving the Threat:** If via telephone, the recipient should attempt to keep the caller on the line as long as possible. Note the caller's ID, background noises, and specific tone.
- **Immediate Notification:** Notify the **Superintendent** and **911** immediately.
- **Threat Assessment:** The Superintendent will coordinate with Law Enforcement to determine if the threat is "Low," "Medium," or "High" priority.
- **Evacuation vs. Shelter:** * Do not automatically evacuate unless directed by Law Enforcement or if a suspicious package is visible.
 - **Radio/Cell Silence:** During a bomb threat, staff should avoid using high-frequency radios or cell phones in the immediate vicinity of a suspected device, as these can potentially trigger electronic detonators.

3. Bioterrorism & Hazardous Materials

Biological Threats (Bacteria, Viruses, Toxins)

A biological attack may not be immediately apparent. Excel Academy will follow the guidance of the County Department of Public Health.

- Suspicious Substances: If a suspicious powder or substance is found, do not touch, smell, or move it. Clear the room and seal it if possible.
- Hygiene: In a declared biological emergency, staff and students must adhere to strict handwashing protocols and avoid sharing any utensils or equipment.
- Quarantine: Staff may be required to remain at a site if local health officials order a temporary quarantine to prevent the spread of a contagious agent.

Chemical Emergencies (Toxic Vapors/Liquids)

If a chemical release occurs within the vicinity of a school operation:

- Upwind Movement: If outdoors, move crosswind and then upwind, away from the source of the odor or cloud.
- Shelter-in-Place (SIP): If evacuation is not possible, move to an internal room.
 - HVAC: Turn off all air conditioning and heating units.
 - Seal: Use duct tape and plastic sheeting to seal gaps around doors, windows, and vents.
- Decontamination: If exposed, remove all clothing (cutting it off to avoid head contact) and wash skin thoroughly with soap and water. Seek professional medical evaluation immediately.

4. Continuity of Operations

In the event that the school office or a primary site is rendered unusable by a disaster (Fire, Chemical, or Bomb Threat), administrative functions will transition to a remote work environment. All critical records are stored in cloud-based systems (e.g., Paycom, Student Information System) to ensure instructional continuity for independent study students.

1. Earthquake Procedures

Indoor Protocol (Offices, Testing Sites, Homes)

In the event of seismic activity, the primary goal is protection from falling debris.

- **Drop, Cover, and Hold On:**

- **Drop:** Get down on your hands and knees.
- **Cover:** Head and neck (and entire body if possible) under a sturdy table or desk. If no shelter is nearby, get next to an interior wall away from windows.
- **Hold On:** Maintain your position until the shaking stops.
- **Accessibility Adaptations:** Students or staff with mobility impairments who cannot drop to the floor should remain seated, lean forward to protect their torso, and cover their head and neck with their arms/hands. Lock wheelchair wheels if applicable.
- **Post-Shaking Action:**
 - **Immediate Evacuation:** Once shaking stops, evacuate the building immediately via stairs. **Do not wait for a formal alarm.** Structural damage may not be visible, and aftershocks can cause weakened structures to collapse.
 - **Assessment:** The Site Lead or Proctor will carry the "Emergency Binder/Proctor Folder" to ensure all students are accounted for at the designated outdoor assembly area.
 - **Hazard Check:** Do not use matches, lighters, or electrical switches until it is confirmed there are no gas leaks.

Outdoor Protocol

- **Clear Area:** Move away from buildings, streetlights, utility wires, and large trees.
- **Drop and Cover:** Once in a clear area, drop to the ground and stay there until the shaking stops.
- **Testing/Group Events:** Proctors must maintain line-of-sight with all students. After shaking stops, move to the pre-designated assembly area and conduct a roll call.

2. Flood & Flash Flood

Prevention & Preparation

- **Cancellation Policy:** The Superintendent or designee monitors National Weather Service (NWS) alerts. If a **Flood Warning** is issued for a region where meetings or testing are scheduled, those events will be cancelled or moved to a virtual format.
- **Communication:** TORs (Teachers of Record) will use the school's emergency notification system to alert parents of cancellations.

Response Actions

- **The "6-Inch Rule":** Never attempt to walk or drive through moving water. Six inches of water can stall a vehicle or knock over an adult.

- **Higher Ground:** If a Flash Flood Warning is issued, move to the highest floor of a building or to elevated terrain immediately. Do not wait for instructions.
- **Vehicle Safety:** If water rises around a stationary car, abandon it only if you can safely reach higher ground. If the water is moving, stay with the vehicle unless the water enters the interior.

3. Power Failure / Blackout

Operational Continuity

- **Communication:** In a widespread blackout, cellular towers may be overwhelmed. Staff should prioritize SMS (text) over voice calls for emergency status updates to the Superintendent.
- **Safety Actions:**
 - **Equipment Protection:** Unplug computers and sensitive testing equipment to prevent damage from power surges when electricity is restored.
 - **Lighting:** Use flashlights only. Do not use candles due to fire risk.
 - **Food Safety:** Keep refrigerator and freezer doors closed. For outages exceeding 4 hours, perishable food should be discarded.
- **Testing Impacts:** If a blackout occurs during a high-stakes testing session, proctors must note the exact time of the outage. Students should remain in their seats until the Assessment Lead determines if the site is safe to remain in or if an evacuation to a daylight-lit area is required.

Resource Links

- **Earthquake Preparedness:** ShakeOut.org
- **Flood/Power Safety:** Ready.gov

4. Intruders/Solicitors/Weapons/Assault/Hostage

Compliance & Training Standards

- **SB 553 Compliance:** In accordance with California Labor Code § 6401.9, this document serves as part of the school's Workplace Violence Prevention Plan (WVPP).

- **Mandatory Training:** All staff must complete active shooter response training (SafeSchools) and participate in quarterly drills. Records of training and drill evaluations will be maintained for a minimum of five years.
- **Reporting Mandate:** Staff must report any "perceived threat" immediately to law enforcement. Under California law, a credible threat of violence can be grounds for a Workplace Violence Restraining Order (WVRO).

Active Shooter Response (Run, Hide, Fight)

A. EVACUATE (Run)

If there is an accessible escape path, attempt to evacuate the premises.

- **Visibility:** Keep hands visible and empty at all times to show law enforcement you are not a threat.
- **Exits:** Do not use elevators. If at a vendor/public site, identify at least two emergency exits upon arrival.
- **Communication:** Call 911 only when safe to do so. Provide: Suspect description, weapon type (handgun, rifle, etc.), and last known direction of travel.

B. LOCKDOWN/HIDE (Hide)

If evacuation is not possible, secure your immediate area.

- **Barricade:** Lock the door and blockade it with the heaviest furniture available.
- **Environment:** Turn off lights, silence cell phones (vibrate off), and close all blinds. The objective is to make the room appear unoccupied.
- **Tactical Positioning:** Stay low to the floor, away from the door's line of sight, and behind solid objects (filing cabinets, desks).
- **Silence:** Do not open the door for anyone. Law enforcement will have keys or will announce themselves with specific commands.

C. SELF-DEFENSE (Fight)

As a last resort, and only when your life is in imminent danger.

- **Aggression:** Act as aggressively as possible.
- **Tools:** Use improvised weapons (fire extinguishers, chairs, heavy books).
- **Teamwork:** If with other staff, coordinate an ambush position near the door entry.

Threat Levels & Definitions

| Level | Situation | Action |
|----------------------|--|---|
| Secure Campus | Threat is in the <i>vicinity</i> (e.g., police activity nearby). | Lock all exterior doors. Move students indoors. Business continues as usual inside. |
| Lockdown | Immediate threat <i>on-site</i> or inside the building. | "Run, Hide, Fight" protocol. Lights off, barricade doors, total silence. |
| Hostage | Staff/Student held against their will. | Do not move toward the perpetrator. Follow all instructions. Keep the line to 911 open if possible. |

Operational Responsibilities

- **School Director/HR:** Maintain the Workplace Violence Incident Log (required by OSHA).
- **On-Site Designee:** The senior staff member present serves as the Incident Commander until law enforcement arrives. They are responsible for the "Go-Bag" (First Aid kit and Student Roster).
- **Mobile Staff (TORs):** When at vendor sites (e.g., parks, libraries), the TOR is authorized to immediately terminate the meeting and evacuate at their own discretion if a threat is perceived.

Post-Incident Requirements

- **Accountability:** Conduct a full roll call at the evacuation assembly area. Notify the Superintendent immediately.
- **Trauma Support:** The school will provide mental health resources and "Psychological First Aid" for staff and students involved in the incident.
- **Investigation:** No staff member should speak to the media. All inquiries must be directed to the Superintendent or designated Public Information Officer (PIO).

School Director and Human Resources

1. Maintain current staff emergency contact information in HR/Payroll System
2. Develop site emergency plans and protocol as well as communicate plans to staff
3. If facilities owned by Excel Academy, clearly post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside
4. Provide a first aid kit including flashlights and a window breaker
5. Provide safety training as needed

Designee

1. The most senior staff member present at the time of the emergency
2. Uphold the evacuation and Plan
3. Bring first aid kit

All Additional Office Staff

1. Maintain a current personal emergency contact with Excel Academy in Paycom
2. Responsible for following the emergency and Plan during an incident

5. Emergency Protocol: Testing Site Lockdown & Secure Campus

Authority to Call a Lockdown

The decision to initiate a Lockdown or Secure Campus status may be made by the Assessment Lead (AL), the Site Designee, or any Teacher of Record (TOR) who perceives an immediate threat to student safety.

Distinction of Protocols (Crucial for Compliance)

| Status | Threat Level | Entry/Exit Policy |
|---------------|---|---|
| Lockdown | Immediate threat ON-SITE (Armed intruder, violent visitors allowed. Assault). | TOTAL STOP. All doors locked. No lights off. Silence. |
| Secure Campus | Threat NEARBY (Police activity in neighborhood, loitering). | Exterior doors locked. Entry/Exit monitored and restricted to authorized personnel. Business as usual inside. |

Designee Responsibilities (Incident Commander)

Immediate Actions

- Notification: Notify the venue/site management and all proctors immediately via the fastest available method (e.g., text group, verbal, or PA system).
- Law Enforcement: Call 911 (or local Sheriff) and provide the site address and nature of the threat.
- Chain of Command: Contact the Superintendent or designee as soon as the immediate site is secured.

Operational Management

- Access Control: * *In Secure Campus*: Station an employee at the main entrance to vet all entrants.
 - *In Lockdown*: Do not station anyone at the entrance; all staff must seek cover.
- Parent Communication: Notify parents via the school's emergency alert system. State the status (Lockdown vs. Secure) and instruct them not to come to the site until the "All Clear" is given to avoid interfering with emergency responders.
- Dismissal: Delay all student dismissals until law enforcement or the Superintendent authorizes the "All Clear."

Proctor & Staff Responsibilities

Supervision

- Control: Keep all students indoors and maintain a calm, quiet environment.
- Room Security: Lock classroom doors immediately. Do not open for anyone until the "All Clear" is announced by the Designee or Law Enforcement.
- Bathroom Policy: * *In Secure Campus*: Students may use the restroom if escorted by a staff member.
 - *In Lockdown*: No one leaves the room. Use a "emergency bucket" system if the lockdown becomes prolonged.

Communication & Privacy

- Confidentiality: Do not share the names of students involved in the trigger event (e.g., in a custody dispute) with other parents or the public.
- Information Sharing: Use age-appropriate language to explain the delay to students. Focus on the fact that "we are staying inside to stay safe while the adults outside do their jobs."

Post-Incident Requirements

- **Reunification:** Students must only be released to authorized guardians with valid ID at the designated pick-up location.
- **Incident Report:** The Designee must complete a Workplace Violence Incident Log and an Internal Incident Report within 24 hours.
- **Staff Debrief:** A mandatory 10-minute break/rotation should be established once the site is secured and additional staff (or law enforcement) can provide relief.

6. Emergency Protocol: Explosion & Hazardous Fumes/Gas

Explosion: Immediate Survival Actions

In the event of an explosion, staff must prioritize immediate life safety for themselves and their students.

During the Event (Immediate Response)

- **Drop, Cover, and Hold On:** If things are falling, get under a sturdy table or desk. Protect your head and neck.
- **Evacuation:** Once the initial shock/falling debris stops, evacuate immediately. Do not use elevators.
- **Hazards:** Watch for weakened floors, stairways, and shattered glass. If there is smoke, stay low to the floor.
- **Personal Property:** Do not stop to retrieve personal items or bags.
- **Post-Evacuation Positioning:** Once outside, move at least 300 to 500 feet away from the building. Do not stand near windows, glass doors, or under power lines.

If Trapped in Debris

- Avoid unnecessary movement to minimize kicking up dust.
- Cover your nose and mouth with clothing or a handkerchief.
- Signal rescuers: Use a whistle, tap on a pipe or wall, or use a flashlight.
- **Shout only as a last resort** to prevent inhaling toxic dust or smoke.

Gas Leaks / Chemical Fumes

- **Immediate Evacuation:** If you smell gas (rotten eggs) or see a "shimmering" in the air, evacuate everyone immediately.
- **Ignition Sources:** Do not turn light switches on or off, use a cell phone inside the building, or pull a manual fire alarm pull station if a gas leak is suspected (these can create a spark). Use a phone only once safely outside.
- **Ventilation:** Do not stop to open windows. Leave the building as-is and exit.

Leadership & TOR Responsibilities

The Teacher of Record (TOR) or designee on-site assumes the role of Incident Commander until emergency services arrive.

Tactical Requirements

1. Call 911: Once safely outside, report the specific location and whether anyone is known to be trapped.
2. Notification: Notify the Superintendent, or Site Designee immediately after calling 911.
3. Accounting (The Roster): This is a critical legal requirement.
 - Take a physical or digital roll-call of all students, parents, and staff present.
 - Identify missing persons to first responders immediately.
4. Reunification: Establish a "Parent Check-In" point away from the emergency vehicle access route. Do not release students to anyone not on the emergency contact list.
5. Site Security: Ensure no student or staff member re-enters the building for any reason (even for car keys or medication) until the Fire Department issues an "All Clear."

Post-Incident Realities

- Mental Health: An explosion is a high-trauma event. The school will coordinate the "Crisis Response Team" to provide counseling for students and staff.
- Investigation: The site will likely become a crime scene or a federal investigation site. Staff should be prepared to provide statements to law enforcement but should refer all media inquiries to the school's Public Information Officer (PIO).
- Operational Continuity: Expect a prolonged site closure. Remote testing or alternative site locations will be communicated by the Superintendent.

7. Administrative & Off-Site Safety Protocols

Main Office Operations (Rented Facility)

Excel Academy operates out of a leased facility. While the school maintains its own internal evacuation map (Appendix F), the following compliance measures apply:

Emergency Infrastructure

- Landlord Coordination: The Site Designee shall maintain current contact information for the property manager. Any building-wide emergencies (water, fire, structural) must be reported to the property owner immediately after emergency services.

- First Aid & Safety: The Main Office shall maintain a visible, stocked First Aid Kit and a folder containing staff emergency contact information.
- Evacuation Drills: Staff shall participate in at least one annual walkthrough of the evacuation route to the designated assembly area.

Public Relief Agency Requests

In the event a Public Relief Agency (e.g., Red Cross) requests the use of the Main Office during a community disaster:

- Approval Process: A special Board meeting or Superintendent emergency authorization is required.
- Lease Compliance: The Site Designee must verify that such use does not violate the terms of the facility lease.
- Operational Support: If approved, staff shall provide the agency with access to common areas and utilities but shall secure all confidential student and personnel files in locked, fire-proof cabinets before granting access.
- Logistics: Notify neighboring businesses and the property owner of the agency's presence to ensure coordinated parking and site security.

Learning Period Meetings (LPM) - Off-Site Safety

LPMs occur in public spaces (libraries, parks, etc.). While these are non-school-owned sites, the safety of the student and teacher remains a priority.

Duty of Care & Responsibility

- Parental Presence: Parents/Guardians are required to be present for the duration of the LPM.
- Emergency Authority: In the event of an emergency or threat (e.g., active shooter, fire, medical emergency), the Teacher of Record (TOR) and the Parent shall cooperate on the safest course of action.
- Decision Making: If a disagreement occurs regarding evacuation or safety maneuvers, the TOR's primary responsibility is to follow established school safety training (e.g., Run-Hide-Fight) and advise the family accordingly.
- Incapacitation: If the parent is not present or is incapacitated, the TOR assumes temporary protective custody of the student and must follow the "Explosion/Emergency" evacuation protocols, staying with the student until they can be released to emergency responders or an authorized emergency contact.

8. Emergency Communications

- Student Device Use: During a perceived threat of danger or an actual emergency, students are authorized to use smartphones or other mobile devices to communicate with family members or emergency services.

- Staff Coordination: Staff should ensure that emergency communication does not interfere with immediate safety actions (e.g., keeping phones on silent during a "Hide" scenario).

9. Testing & Field Trip Safety Operations

Assessment Site Protocols (In-Person)

Excel Academy utilizes non-owned venues for standardized testing. The Assessment Lead (AL) is the designated safety officer for these sites.

Assessment Lead (AL) & Designee Requirements

- Certifications: Must maintain current Adult/Pediatric First Aid/CPR/AED certification.
- Training: Must complete SafeSchools modules for School Intruders, Active Shooter, and Epinephrine Auto-Injector administration.
- Documentation: AL must maintain the "Assessment Lead Manual" on-site, containing safety protocols and the student medical alert roster.
- Incident Reporting: Any medical or behavioral incident (including minor cuts or emotional upset) must be documented via the Incident Report (Appendix K).

Student Safety & Release

- Verification: All student releases require Photo ID verification against the emergency contact list in Paycom (Appendix A).
- Medical Alerts: Proctors must be briefed on student-specific allergies/medical alerts (from CAASPP Site Security forms) while maintaining student confidentiality.
- Identification: All staff must wear Excel Academy lanyards and/or branded shirts to be easily identifiable to students and venue security.

10. Field Trips & Community Engagement

Field trips are categorized into two types: Parent-Supervised (General) and Drop-Off (Specific).

Parent-Supervised Trips

- Supervision: Parents/Guardians retain primary physical custody and supervision of their students at all times.
- Compliance: Parents must follow venue-specific evacuation guidelines and school behavior expectations.

Drop-Off & Overnight Trips (Excel Academy Chaperoned)

- Duty of Care: For drop-off events, Excel Academy staff/chaperones assume *in loco parentis* (temporary legal responsibility).
- Chaperone Requirements:
 - Maintain an active group text for emergency coordination.
 - Carry "Group Folders" containing student lists, emergency contacts, and 504/IEP/Allergy alerts.
 - Verify student identity and parent contact info at the time of drop-off.
- Communication: The Community Engagement Coordinator must ensure all chaperones have the Coordinator's cell number programmed and emergency apps downloaded.

Medical & Emergency Response (All Trips)

- First Aid: A mobile First Aid Kit and a CPR/AED Responder Pack (with face shield) must be present at every field trip.
- Incapacitation: If a student is under school supervision during a declared emergency, they will only be released to designated persons. In an evacuation, staff will remain with students until a hand-off to emergency services or authorized guardians is completed.
- Mandated Reporting: Staff are reminded that their role as mandated reporters extends to all school-sanctioned field trips, regardless of location.

11. Site Preparedness (Non-Owned Venues)

Because venues are public/rented, the following must be performed prior to the event:

1. Map Retrieval: Assessment Lead/Community Coordinator shall attempt to obtain site-specific evacuation maps.
2. Assembly Points: Clearly designate a "Secondary Assembly Area" in case the venue's primary area is compromised.
3. Supplies: Maintain emergency "Go-Bags" containing water, non-perishable food, and latex-free gloves.

Additional Resources

- Children and Youth Preparedness Social Media Toolkit: <https://www.ready.gov/youth-toolkit>
- Preparing Makes Sense for People with Disabilities, Others with Access and Functional Needs, and the Whole Community:
https://www.fema.gov/media-library-data/1440775327070-3e00ff335d637a63551092a24d585301/SpecialNeeds_LargePrint_v3.pdf
- Individuals with Disabilities: <https://www.ready.gov/individuals-access-functional-needs>

D. Suspension/Expulsion Policies and Procedures

Governing Law: The procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
- (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination

notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

Policy:

This student Suspension and Expulsion Policy has been established in order to promote learning, provide for the safety of students, staff, and visitors to EACS and serve the best interests of students and their parents or guardians. In creating this policy, the Charter School reviewed Education Code Section 48900 et seq., which describes the offenses for which students at non charter may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal ("involuntary withdrawal"). The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary withdrawals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary withdrawal.

If this policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as EACS's policy and procedures for student suspension, expulsion, and involuntary withdrawal and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. EACS staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. EACS will develop a procedure for the periodic review and amendment of this Policy and, in particular, the lists of offenses for suspension or expulsion.

EACS administration shall ensure that students and their parents/guardians¹ are notified in writing upon enrollment of all discipline and involuntary withdrawal policies and procedures. The notice shall state that this Policy and Procedures are available on request.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary withdrawal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom EACS has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. EACS will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom EACS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily withdrawn by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to withdraw the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily withdrawn and the student's parent/guardian's right to request a hearing to challenge the involuntary withdrawal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include withdrawals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Superintendent may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Superintendent or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Superintendent or designee shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Procedures:

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity; or school attendance occurring at any time including, but not limited to (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, or while going to or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses.

Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by

a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an

aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses:

Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- o) Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably

expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without

consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Excel Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than

one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without

delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parents/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Board or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Board or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing.

The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be

based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding

the Superintendent or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after three (3) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Discipline and Involuntary Withdrawal Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary withdrawal as forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary withdrawal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to

address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian² to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the

² Individuals in Footnote #1 are active participants in the meeting.

conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

S. Offenses for Involuntary Withdrawal

EACS has adopted a Discipline and Involuntary Withdrawal Policy. Pursuant to that policy, involuntary disenrollment may be recommended for violation of any of the following non-disciplinary school policies:

- Attendance
- Academic Integrity
- Civility
- Acceptable Use
- Satisfactory Educational Progress
- The student fails to complete all mandated school assessments.
- Failure to provide documentation and information to the Charter school in order to record attendance in accordance with applicable laws.
- Failure to provide requested documentation for continued enrollment, such as proof of residency
- Failure to attend and respond to school communications during the first ten (10) school days.

Students with IEPs and/or 504 plans may also be subject to involuntary withdrawal described in this policy. EACS will comply with all applicable federal and state laws when a special education student is being considered for an involuntary withdrawal. The procedures for involuntary withdrawal including reengagement and the right to request a hearing prior to disenrollment are set forth in EACS's Discipline and Involuntary Withdrawal Policy.

S. Procedure for Involuntary Withdrawal

A hearing shall be held within thirty (30) school days after the student has accrued three (3) missed identified assignments to determine whether it is in the best interest of the student to remain in independent study. The Charter School may involuntarily remove the student after the Charter School follows the requirements of the Master Agreement and independent study policy regarding the best interest meeting, and only after providing notice and an opportunity for a parent, guardian, or educational rights holder to participate in the hearing as set forth herein and in Education Code Section 47605(c)(5)(J)(iii).

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the hearing.
- A statement of the specific facts, charges and violations upon which the proposed withdrawal is based.
- A copy of the Charter School's policies related to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
- An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
- An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
- An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

E. Procedures to Notify Teachers of Dangerous Pupils

Per California Ed. Code 49079 and in an effort to ensure the safety of all employees, the school will notify the Teacher of Record or any additional staff as necessary in writing if a pupil has engaged in, or is reasonably suspected to have engaged in any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 as outlined below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm which would be a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs.

17. Engaged in, or attempted to engage in, hazing. "Hazing" being a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

18. Engaged in an act of bullying. "Bullying" being any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or will be reasonably predicted to have the effect of one or more of the following:

- a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- b. Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
- c. Causing a reasonable pupil to experience substantial interference with their academic performance.
- d. Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.
- e. A pupil who aids or abets the infliction or attempted infliction of physical injury to another person
- f. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 1. Posting to or creating a burn page. "Burn page"
 2. Creating a credible impersonation of another actual pupil
 3. Creating a false profile
 - iii. An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- g. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs.

Notification of Dangerous Pupils

Employees shall promptly report to the Director or other immediate supervisor any attempted assault, or physical threat made against them by a student. Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Ed. Code 44014)

In addition, employees shall promptly report to the Director or other immediate supervisor, and may report to law enforcement, any attack, assault, or threat made against them at school related functions including, but not limited to:

- Testing sites
- Field Trips
- School Events
- Learning Period Meetings
- Staff Meetings

Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee. An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian (Ed. Code 48905)

In order to maintain confidentiality when providing information about student offenses to counselors and teachers to which a student is assigned, the Director or designee shall send the staff member a written notification that one of their students has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Director or designee.

Additional Requirements and Liability as per Ed. Code 49079:

- A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- An officer or employee of a school who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

C. Any information received by a teacher or staff pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the employee.

F. Discrimination and Harassment

Excel Academy Charter School is committed to protecting its students and staff from the hazards of school and workplace violence, including both physical and verbal threats. Excel Academy has a zero tolerance policy toward threats or acts of violence and will take appropriate disciplinary action against students, parents/guardians and employees who engage in such conduct. It is important that all students, parents/guardians and staff understand the conduct expected at Excel Academy in order to ensure that all parties feel safe.

Students

Excel Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. At school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards teachers, other staff, students and volunteers. Every effort is made at each site to ensure students are aware of the expected behaviors at a school organized event.

Parents/Guardians

The school developed a Civility Policy in light of defining the appropriate conduct for parents/guardians in relation to school-related interactions as well as a guide to the proper responses in light of a disruption ([Appendix E: Civility Policy](#)).

Staff

Staff conduct is equally important and must exhibit professionalism at all times. Since we consider all school staff to be representatives of Excel Academy, the school outlines standards of conduct for all staff members in the employee handbook and defines expectations surrounding the following areas:

- Workplace violence
- Prohibited conduct
- Physical Contact with Students and Other Staff Members

- Off-duty conduct
- Drug and Alcohol Free Workplace and Awareness Program
- Tobacco Free Workplace
- Punctuality and Attendance
- Professionalism
- Dress Code
- Gifts to Employees
- Fee and Cash Collection
- Tuition Assistance
- Building Security

For more information about Excel Academy's policy on staff conduct, refer to [Appendix F: Excerpt from the EACS Employee Handbook "Section III: Standards of Conduct."](#)

Bullying

Bullying creates a hostile environment in schools if it sufficiently and severely interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school. The school will establish student safety at all school related functions as a high priority and will not tolerate discrimination, harassment, intimidation, and bullying of any student. Harassment is defined as unwanted conduct based on protected class (e.g., race, color, national origin, religion, gender, age, disability, or sexual orientation).

No student or group of students shall, through physical, written, verbal, non-verbal, gestural, or other means, harass, sexually harass, threaten, intimidate, cyberbully (sexually or otherwise), cause bodily injury to, or commit hate violence against any other student or school personnel. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a learning center under the jurisdiction of the Director/Principal of CPCS.

Note: Pursuant to Education Code 32261 48900 and 48900.2-48900.4, the definition of "bullying" for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act. AB 746 (Ch. 72, Statutes of 2011) amended Education Code 32261 AB 1732 (Ch. 157, Statutes of 2012) amended Education Code 48900 to expand the definition of bullying committed by means of an electronic act to include posting of messages on social media networks; see AR 5144.1 – Suspension and Expulsion/Due Process Involuntary Transfer Back to the District of Residence/Due Process.

In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of their family (e.g., placing a person's picture or address online so that they receive harassing messages).

Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).

Cyber-Bullying

Excel Academy expects all students, teachers, administration and vendors to use electronic communications in a responsible, ethical, and legal manner in order to ensure that offensive, harassing or other communication jeopardizing the integrity of Excel Academy has not been made available to other students.

In communicating via email or in Live Sessions you are agreeing that you will use the email or chatting properly for school, will communicate with faculty and students appropriately, and will not partake in cyber-bullying or any form of harassment.

Harassment and cyber-bullying of or by students or instructors will not be tolerated in the online environment.

Cyber bullying (sexual or non-sexual) is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, or computer. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. This includes threats, insults, verbal abuse, racial slurs, or any other hostile communications designed to cause harm to others. Offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation via a post on a social network Internet Web site, including not limited to posting to or creating a burn page, creating a credible impersonation of another actual pupil, or creating a false profile. Cyber sexual bullying includes, but

is not limited to, focusing on the person's appearance, body parts, sexual orientation, or sexual activity through the use of technology.

Bullying Prevention, Intervention and Reporting

School staff will have access to SafeSchools online training related to the professional development of detecting warning signs, effective prevention strategies, and intervention skills.

School staff who witness an act of discrimination, harassment, intimidation, bullying, hazing, or teasing shall take immediate steps to intervene to stop the incident when it is safe to do so (Education Code 234.1.1b) and notify an Assistant Director. As appropriate, the Director or the Director's designee, will notify the parents/guardians of victims and perpetrators. The Director or the Director's designee also may involve counselors and/or law enforcement as necessary.

Students are encouraged to notify school staff when they are being discriminated against, harassed, intimidated, bullied, hazed, or teased or suspect that another student is being victimized.

Disciplinary Action for Students Engaging in Harassment or Cyber-Bullying:

Students who are found engaging in harassing or bullying behavior

- Will have a parent/teacher conference scheduled to discuss the matter and collect and review documentation
- Will receive a warning about possible expulsion for a repeated offense.
- Will be candidates for expulsion dependent on the severity or frequency of the offense.
- Teachers and/or Guidance Counselors will record the documentation in the student's electronic file.

Sexual Harassment

Excel Academy prohibits sexual harassment of school employees and job applicants. The school also prohibits retaliatory behavior or action against employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (Appendix D : *Excerpt from EACS Employee Handbook "Section I: Nondiscrimination Policies"*)

The Excel Academy Administrative team shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Per AB 1825 and CA Govt. Code Sec. 12950.1, the school will provide supervisory employees within 6 months of their assumption of a supervisory position 2 hours of interactive sexual harassment training and education. Supervisors will be required to complete sexual harassment training every 2 years thereafter.
2. Providing training to all staff on sexual harassment and the sexual harassment school policy, particularly the procedures for filing complaints and employees' duty to use the school's complaint procedures as outlined in the employee handbook.
3. Publicizing and disseminating the school's sexual harassment policy to staff
4. Ensuring prompt, thorough and fair investigation of complaints
5. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. Any district employee or job applicant who feels that they have been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to Human Resources, supervisor, the director, or the director's designee. An employee may bypass the supervisor in filing a complaint where the supervisor is the subject of the complaint.

An employee who receives a harassment complaint shall promptly notify Human Resources. Complaints of sexual harassment shall be filed.

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a school employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Hate Crime Reporting

Hate crimes occur when a perpetrator targets a victim because of their membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes will take many forms. Incidents may involve but not limited to physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Intervention and Reporting

1. Any student or employee who believes that they are a victim of hate-motivated behavior shall immediately contact the appropriate staff, Superintendent or the Superintendent's designee, or if an employee, Human Resources.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Superintendent or the Superintendent's designee, or if regarding another employee, Human Resources. Law enforcement will be notified by the Director or Human Resources if it is determined that a hate-motivated crime occurred.
3. The staff has access to SafeSchools training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

G. Schoolwide Dress Code

Prohibition of gang-related apparel

The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.35183.

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) “Gang-related apparel” is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become commonplace upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety,

schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dress up days and color days. Schools that have adopted school uniforms experience a “coming together feeling,” greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing “gang-related apparel” if the governing board of the school district approves a plan that may be initiated by an individual school’s principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months’ notice to parents and the availability of resources to assist economically disadvantaged pupils.

(e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.

(f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil’s parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

H. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The school shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property, which are ADA compliant. Facilities shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion. Additionally, the school shall maintain a visitor record at both sites to assist in site security. (See Appendix F - Irvine, Technology Office Evacuation Map)

I. Bloodborne Pathogens (BBP)

This policy pertains to spills and cleanup of blood or other body fluids. It is not a first aid/emergency response procedure.

Treatment of Students

Applicable staff members will be required to complete a BBP course and will be equipped with a first aid kit. Staff will be instructed to prevent exposure to themselves by utilizing the kits if they must treat a student. Staff must follow the protocol of the site where the cleanup is needed (test site, field trip, etc.). If a cleanup is needed during a Learning Period Meeting, the teacher facilitator will provide the first aid kit to the parent/guardian for their use. All staff must contact their supervisor when an event requiring the use of their first aid kit was needed. First aid kits will be replaced as necessary.

Procedure

1. In the event of a serious injury resulting in release of blood or other body fluids which could contain pathogens (e.g., HIV or HBV), the first step is to treat the injured party. All applicable staff will have completed the SafeSchools Bloodborne Pathogens course in order to prevent exposure.
2. Spilled body fluids must not be cleaned up without the appropriate protective equipment and materials specifically designated for such fluids. In the case where spilled body fluids need clean-up, this procedure must be followed by all personnel:
 - Advise the most senior employee on duty. They must be aware of the individual(s) doing the actual clean-up and the purpose of the cleanup.
 - Clean up the spilled fluids as follows:
 - Put on protective gloves
 - Spread the absorbent material on the spilled body fluids, (e.g., paper towels) or use the Bloodborne Pathogens Spill kit
 - Neutralize the potential pathogens with a 10% bleach-with-water solution or use the solution provided in the Emergency First Responder Pack. Cover the spill for 15 minutes
 - Use paper towels to pick up material as best possible. Place all potentially contaminated materials in a leak-proof plastic bag.
 - Sweep/mop-up any additional neutralized/absorbed fluids and place in the leak-proof bag
 - Clean sweep/mop materials with hot, soapy water. Lastly, remove gloves from inside-out and place in the bag

- Secure the bag and discard it as other trash
- Wash hands thoroughly in hot, soapy water

3. After all activity is completed, an Incident Report is to be completed as necessary and submitted to the Director.

J. A Safe and Orderly Environment Conducive to Learning at the School

Promoting Safe Environments and Enhanced Personnel Screening

This section outlines specific procedures designed to promote a safe and supervised learning environment in both physical and virtual settings, and details the rigorous process for screening all personnel to protect students from egregious misconduct, neglect, or abuse. This section is effective immediately and is fully compliant with state law, including the requirements of SB 848.

1. Supervision and Safety in Non-Classroom Based Environments

The school must ensure that all learning and engagement environments, regardless of location, are structured to be easily supervised and promote the protection of children.

Procedures for Child Protection and Mandatory Reporting

1. Staff Training: All school employees must receive annual training on recognizing and reporting signs of child abuse, neglect, or sex offenses, including scenarios specific to the virtual and independent study setting.
2. Mandatory Reporting: All Adult Affiliates are Mandated Reporters and must report any reasonable suspicion of child abuse or neglect to the appropriate child protective agency immediately, followed by notification to the school administration (Superintendent/Superintendent).
3. Documentation: All concerns, reports, and follow-up actions related to child protection are documented, kept confidential, and stored securely by the administration.

2. Enhanced Personnel Screening and Background Check (SB 848 Compliance)

The school is committed to preventing the hiring of any candidate, whether certificated, classified, or temporary, who has been credibly accused or substantiated for egregious misconduct in prior school employment.

A. Egregious Misconduct Defined

For the purpose of this policy, **Egregious Misconduct** includes, but is not limited to:

- Child abuse or neglect (as defined by state law).
- Sex offenses (as defined by state law).

- Controlled substance violations.

B. Candidate Disclosure Requirement

All prospective candidates for employment, including classified staff and temporary employees, must provide a complete and accurate list of every school district, county office of education, charter school, state special school, and private school at which the applicant has been previously employed.

C. Prior Employer Inquiry and Cooperation

1. **Duty to Inquire:** Before making a final offer of employment, the Charter School must inquire with all prior school employers listed by the candidate whether the employee was the subject of any **credible complaints of, substantiated investigations into, or discipline for, egregious misconduct.**
2. **Document Sharing:** The Charter School must request, and prior employers are obligated to cooperate and provide, a copy of all relevant information that was used to support a substantiated investigation into egregious misconduct, within their possession.
3. **Failure to Cooperate:** The school's hiring process will not conclude until a good-faith effort to obtain this information is completed. Failure of a candidate or prior employer to cooperate fully with this process will result in the rejection of the candidate's application.

D. Application Scope

This enhanced personnel screening process applies uniformly to **all prospective employees**, including certificated staff, classified staff, school contractors, and temporary or substitute employees, without exception.

Law Enforcement Response

The police will arrive to respond to the emergency. Follow these guidelines:

1. Comply with police instructions. The first responding officer will be focused on stopping the active shooter and creating a safe environment for medical assistance to be brought in to aid the injured.
2. When the police arrive at the location:
 - a. Remain calm and follow officer instructions
 - b. Put down any items in hands
 - c. Immediately raise hands and spread fingers
 - d. Keep hands visible at all times

- e. Avoid making quick movements toward the officers such as attempting to hold onto them for safety
- f. Avoid pointing, screaming and/or yelling
- g. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which the officers are entering the area or to an area directed
- h. Notify any Excel Academy administrator of evacuation from the premises

3. When the police arrive, provide the following information is available and applicable:

- a. Number of shooters
- b. Number of individual victims and any hostages
- c. The type of problem causing the situation
- d. Type and number of weapons possibly in possession of the shooter
- e. All necessary Excel Academy administrators still in the area as part of the school's emergency management response
- f. Identity and description of participants, if possible
- g. Keys to all involved areas as well as floor plans

Post-Incident Action

When the police have determined that the active shooter is under control, the emergency operator will provide a public announcement that the emergency is over using a prearranged code (e.g. "All Clear").

Police Investigation

After the police have secured the premises, the school will arrange to have designated representatives participate in the law enforcement investigation of the incident, including identifying witnesses and providing requested information and documents.

Medical Assistance

The school will designate representatives who will engage with emergency responders who provide medical assistance to injured employees, including ensuring that all required medical benefits and insurance documentation is provided.

Notifications of Relatives

The school will designate a school representative to notify relatives of any injured employees in a timely fashion

OSHA

In the event that there is a fatality or one employee is hospitalized for treatment, OSHA must be notified. If there is a fatality, OSHA must be notified within eight (8) hours. In the event of a hospitalization of one of the employees for treatment, OSHA must be notified within twenty-four (24) hours.

In addition, if the fatality or injury is work-related, the school may have to record the incident within seven (7) calendar days.

To file a report with OSHA, a school representative will call the 24 hour hotline or contact the nearest OSHA office. <https://www.osha.gov/report.html>

Local OSHA California State Plan Offices within the school's service area:

1. Long Beach 562-508-0810
2. Los Angeles 213-576-7451
3. Van Nuys 818-901-5403
4. Santa Ana 714-558-4451

Media

The school will designate a representative who will respond to any media requests for information. Such representatives will carefully consider the nature of any such requests in order to avoid disclosing information about any person that is considered confidential and protected under Federal and state privacy and medical information laws and regulations and interfering with any ongoing police or internal investigation.

K. Opioid and Fentanyl Use and Overdose Prevention Procedures

The purpose of this section is to protect the health and well-being of all of our students by having procedures in place to prevent and respond to the use and overdose of opioids and fentanyl.

Excel Academy Charter Schools will use the following prevention strategies:

- Distribute safety advice to families regarding drug use and overdose prevention.
- Regularly assess the school climate and address gaps as needed.
- Providing training to staff who facilitate field trips, school events, and other student in-person events.

Responding to Possible Overdose

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of overdose, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If the person does not respond, call 911.

STEP 2: CALL 911 FOR HELP

An opioid overdose needs immediate medical attention. An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, call 911 immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO follow the instructions of the 911 dispatcher.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person, the person may be unconscious.

- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

L. Heat Illness Prevention

The purpose of this section is to protect the health and wellbeing of Excel Academy Charter School staff while ever in an outdoor working environment or location; this can include but is not limited to community events, field trips and outdoor learning periods.

Heat illness is described as a serious medical condition resulting from the body's inability to cope with a particular heat load, and includes heat cramps, heat exhaustion, heat syncope, and heat stroke.

The general onset of symptoms can include but is not limited to:

- Heavy sweating
- Painful muscle cramps
- Extreme weakness and/or fatigue
- Nausea and/or vomiting
- Dizziness and/or headache
- Body temperature normal or slightly high
- Fainting
- Pulse fast and weak
- Breathing fast and shallow
- Clammy, pale, cool, and/or moist skin

Best practices to avoid exposure to heat induced illness is to:

- Heed and be mindful of whether information and high heat risk alerts and warnings prior to arriving
- Remain hydrated and bring extra water
- Consider wearing cooling clothing or layering for the ability for cooldown
- Remain aware of areas of shade and comfortable seating
- Take preventative cool-down rest periods
- Report when you are feeling onset of any symptoms listed above

If an employee exhibits signs or reports symptoms of heat illness while taking a preventative cool-down rest or during a preventative cool-down rest period, the employer shall provide appropriate first aid or emergency response according to his section.

- All employees at the work location can act as designated authorized personnel to call for emergency medical services.

Emergency Response Procedures states the following:

- Emergency Response Procedures. The Employer shall implement effective emergency response procedures including:
 - Ensuring that effective communication by voice, observation, or electronic means is maintained so that employees at the work site can contact a supervisor or emergency medical services when necessary. An electronic device, such as a cell phone or text messaging device, may be used for this purpose only if reception in the area is reliable. If an electronic device will not furnish reliable communication in the work area, the employer will ensure a means of summoning emergency medical services.
 - Responding to signs and symptoms of possible heat illness, including but not limited to first aid measures and how emergency medical services will be provided.
 - If a supervisor observes, or any employee reports, any signs or symptoms of heat illness in any employee, the supervisor shall take immediate action commensurate with the severity of the illness.
 - If the signs or symptoms are indicators of severe heat illness (such as, but not limited to, decreased level of consciousness, staggering, vomiting, disorientation, irrational behavior or convulsions), the employer must implement emergency response procedures.
 - An employee exhibiting signs or symptoms of heat illness shall be monitored and shall not be left alone or sent home without being offered onsite first aid and/or being provided with emergency medical services in accordance with the employer's procedures.
 - Contacting emergency medical services and, if necessary, transporting employees to a place where they can be reached by an emergency medical provider.
 - Ensuring that, in the event of an emergency, clear and precise directions to the work site can and will be provided as needed to emergency responders.

M. Extreme Weather Conditions

Extreme Weather:

Severe weather conditions such as heavy snowfall, blizzard, hurricane, tornado, extreme heat wave, flash flooding, wind or other significant weather events that pose a substantial risk to employee safety.

Weather Watch:

An advisory from the National Weather Service indicating the potential for severe weather within a specified time frame.

Weather Warning:

An immediate alert from the National Weather Service signifying severe weather is occurring or is imminent.

Responsibilities:

Management:

- Monitor weather forecasts and issue alerts to employees when necessary.
- Determine if facility closure is required based on weather conditions and communicate the decision promptly.
- Provide employees with information on safety procedures during extreme weather events.
- Ensure employees have access to emergency supplies and designated safe areas within the workplace.

Employees:

- Stay informed about weather updates through company communication channels.
- Report any concerns regarding safety due to weather conditions to their supervisor immediately.
- Follow instructions from management regarding work adjustments or facility closures during extreme weather.
- Take necessary precautions to ensure personal safety when commuting to and from work during severe weather.

Procedures:

Weather Monitoring:

- Designated personnel will actively monitor weather forecasts from reliable sources, including the National Weather Service.
- If a weather watch is issued, management will assess the situation and communicate potential actions to employees.

Decision Making:

- When a weather warning is issued, management will make a decision to either:
 - **Continue operations:** Employees should take extra precautions and follow safety guidelines.
 - **Partial closure:** Certain departments or employees may be allowed to leave early or work from home depending on the situation.
 - **Full facility closure:** If conditions are deemed too dangerous, the facility will be closed, and employees will be instructed to stay home.

Communication:

- All communication regarding extreme weather conditions will be made through [communication channels, such as email, company intranet, text alerts].
- Employees should be informed of the decision regarding facility closure as soon as possible.

Employee Safety During Extreme Weather:

- **Severe Storms:** Employees should seek shelter in designated safe areas, away from windows and large objects.
- **Heat Waves:** Ensure adequate hydration and take frequent breaks in cool areas.
- **Flooding:** Avoid driving through flooded areas and follow evacuation procedures if necessary.

Reporting and Documentation:

- Any incidents related to extreme weather conditions should be reported to the supervisor immediately.
- Management will document all weather-related decisions and actions taken for future reference.

N. Cardiac Arrest

Cardiac Emergency Response Plan (CERP) Protocol

The purpose of this section is to provide direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, hands-only cardiopulmonary resuscitation, CERP protocol and related staff training/certification. Follow these steps in responding to a suspected cardiac emergency:

Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:

- The person is not moving, unresponsive, or unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person may appear to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest an AED will not deliver a shock.
- If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the facility address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort emergency responders to the victim.
- Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your facility's designated communication system (i.e. walkie talkies, overhead page).
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

Start CPR as soon as possible.

The first person who can start CPR should begin immediately and, if additional bystanders are available, other tasks can be delegated.

- Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to the Act Now. Save a Life. (Simplified Adult Basic Life Support) graphic below.

- Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
- If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

AED Access

The person who can retrieve the AED the fastest (ideally in route to the scene) should get it to the site and leave the AED cabinet door open as a signal that the AED was retrieved. **LOCATION**

Additional communication measures

- Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Office or Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter.
- Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

Use the nearest AED.

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and be aware if you will need to press the shock button or if it will deliver automatically. i. Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Minimize interruptions of compressions when placing AED pads to patient's bare chest.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate people doing compression to avoid fatigue.
- Do not remove AED pads even if the patient regains consciousness - the pads should be left in place until handoff to EMS occurs. This precaution is necessary in case the patient has a relapse.
- If the AED is used be sure to have a plan to download the data, store the data, and deliver to the patient's cardiology care team.

Transition care to EMS.

- Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
- Team focus should now be on assisting EMS safely out of the building/parking lot.

- Provide EMS a copy of the patient's emergency information sheet.

Action to be taken by Office / Administrative Staff.

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, leadership, sports facilities manager, etc.
- Plan for ongoing coverage following an emergency response in case a subsequent event occurs.
- Consider having the people (e.g., staff, students) stay in place (e.g., delaying class changes or hallway traffic, services provided, dismissal, recess, or other changes) to facilitate CPR and EMS functions. Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule or services.
- Contact organization leadership (e.g., school district administration), human resources and/or other facility management (e.g., sports facility management).

Debrief

- Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the organization's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors.

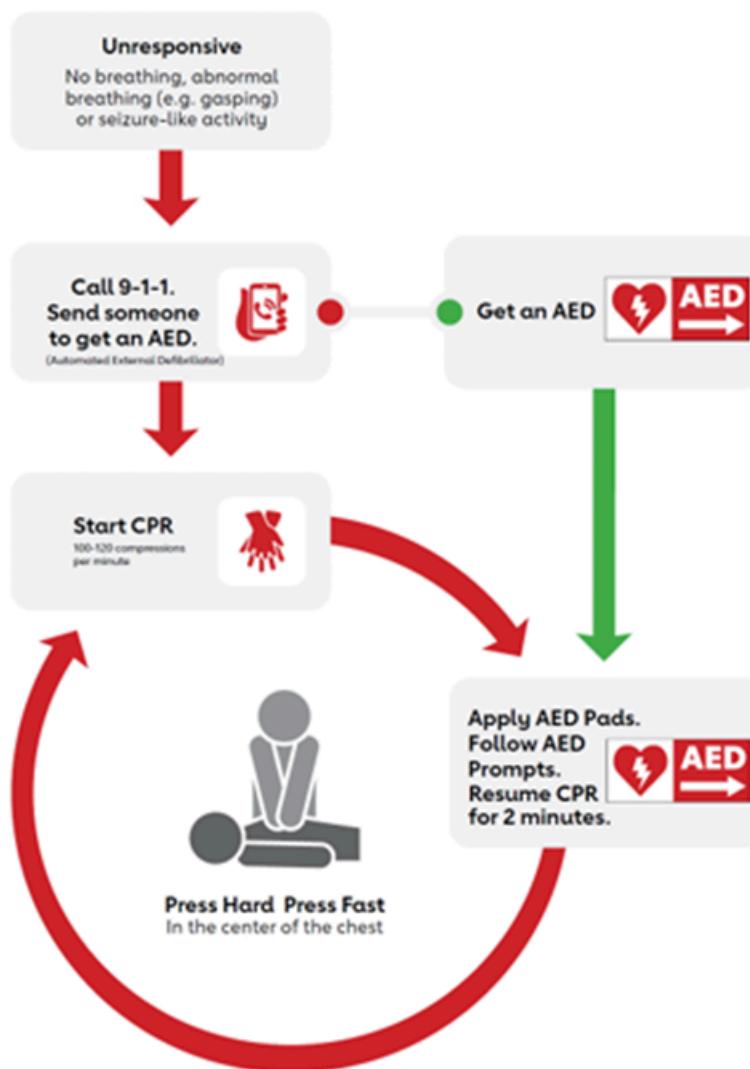
Training in Cardiopulmonary Resuscitation (CPR) and AED Use

1) Staff training a) The CERT team and a sufficient number of staff should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. Training shall be renewed at least every two years. b) The school or organization should designate the person responsible for coordinating staff training and the medical contact for AEDs, if available. c) Training may be traditional classroom, on-line, or blended instruction but should include cognitive learning, hands-on practice, and testing. d) All staff and appropriate volunteers, regardless of if they are a CERT member, should receive annual training on SCA and understand how to recognize a cardiac arrest, how to initiate the response team, and where the AEDs in the building are located.

American Heart Association *Act Now. Save a Life.* (Simplified Adult Basic Life Support)

Act Now. Save a Life.

Follow these steps to take action.



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Instructional Continuity Plan (ICP) for Excel Academy Charter School

Date of Last Revision: June 12, 2025

1. Introduction and Purpose:

This Instructional Continuity Plan (ICP) outlines the procedures and strategies Excel Academy Charter School will implement to ensure the continuation of high-quality instruction and support for our students in the event of a disruption that prevents our typical operational model. This plan acknowledges the unique nature of our non-classroom based educational program and aims to leverage our existing infrastructure and adapt our practices to maintain learning continuity during unforeseen circumstances.

2. Guiding Principles:

- **Student-Centered:** Maintaining student engagement, learning progress, and well-being is our top priority.
- **Flexibility and Adaptability:** Our non-classroom model inherently offers flexibility, which will be leveraged to adapt to various disruption scenarios.
- **Communication:** Clear, consistent, and timely communication with students, parents/guardians, and staff is crucial.
- **Equity and Access:** We are committed to ensuring equitable access to learning resources and support for all students, regardless of their individual circumstances.
- **Safety and Well-being:** The safety and emotional well-being of our students and staff will be paramount in all decisions.

3. Potential Disruption Scenarios:

This ICP is designed to address a range of potential disruptions, including but not limited to:

- **Public Health Emergencies:** Pandemics, localized outbreaks requiring quarantine or isolation.
- **Natural Disasters:** Earthquakes, wildfires, floods, severe weather events impacting access or safety.
- **Technological Disruptions:** Widespread internet outages, learning management system failures, significant power outages.
- **Regional or Localized Emergencies:** Civil unrest, transportation disruptions, facility inaccessibility (if applicable for any in-person components).

4. Instructional Continuity Strategies:

Our primary strategy for instructional continuity relies on leveraging our existing non-classroom based model and adapting our methods as needed.

4.1. Maintaining Learning Through Existing Platforms and Tools:

- **Learning Management System (LMS):** [Specify the primary LMS used, e.g., Canvas, Beehively, Google Classroom, etc.] will serve as the central hub for:
 - Delivery of instructional materials (digital curriculum, assignments, resources).
 - Facilitating communication between teachers and students (announcements, messaging, discussion forums).
 - Submission and feedback on student work.
 - Tracking student progress.
- **Digital Curriculum Providers:** Continued access to our adopted digital curriculum will be maintained..
- **Communication Platforms:**
 - **Email:** Primary mode of formal communication.
 - **Phone:** For individual support and urgent communication.
 - **Video Conferencing (e.g., Zoom, Google Meet):** For virtual office hours, individual or small group support, and potentially virtual community meetings (if applicable).
- **Asynchronous Learning:** The core of our model allows for flexible learning schedules. Teachers will continue to design engaging asynchronous activities and provide timely feedback.

4.2. Adapting Instructional Practices:

- **Prioritization of Essential Learning:** In the event of a prolonged disruption, teachers will prioritize essential learning objectives and adjust pacing accordingly.
- **Flexible Assignment Deadlines:** Teachers will exercise flexibility with assignment deadlines, considering individual student circumstances.
- **Increased Teacher Availability and Support:** Teachers will increase their availability for virtual office hours and provide more frequent check-ins with students, especially those who may be struggling.
- **Alternative Assessment Methods:** If traditional assessment methods are not feasible, teachers will utilize alternative methods to gauge student understanding (e.g., projects, presentations, portfolios, discussions).
- **Differentiation and Individualized Support:** Teachers will continue to differentiate instruction and provide individualized support based on student needs, utilizing digital tools and communication.

- **Guidance and Counseling Support:** School counselors will be available virtually via phone, email, and video conferencing to provide social-emotional support and guidance to students and families.

4.3. Addressing Potential Barriers:

- **Technology Access:**
 - We will proactively assess student access to reliable internet and devices through surveys at enrollment and periodically.
 - In the event of a disruption impacting access, we will explore potential solutions such as:
 - Providing loaner devices (if resources allow).
 - Identifying low-cost internet options and sharing information with families.
 - Developing low-bandwidth or offline learning activities where feasible.
- **Student Support Services:**
 - Special Education services will continue to be provided remotely to the greatest extent possible, in accordance with IEPs and legal requirements, utilizing virtual platforms and communication.
 - Related services (e.g., speech therapy, occupational therapy, counseling) will be adapted for virtual delivery where appropriate.
 - We will maintain communication with service providers and families to ensure continuity of support.
- **Engagement and Motivation:**
 - Teachers will focus on creating engaging and interactive online learning experiences.
 - Regular communication and check-ins will help maintain student connection and motivation.
 - Opportunities for virtual social interaction (if appropriate for the school model) may be explored.

5. Communication Plan:

Clear and timely communication is vital during a disruption.

- **Primary Communication Channels:**
 - **School Website:** For official announcements and updates.
 - **Email:** For direct communication with parents/guardians and staff.
 - **LMS Announcements:** For student-specific information and updates.
- **Communication Protocols:**

- **Initial Notification:** In the event of a disruption, a timely initial notification will be sent via email, Beehively and posted to our website outlining the situation and the initial steps of the ICP.
- **Regular Updates:** Frequent updates will be provided through email, Beehively and posted to our website regarding the duration of the disruption, changes to instructional delivery, and available support.
- **Teacher Communication:** Teachers will maintain regular communication with their students and families through email, phone, text, Beehively and the schools website.
- **Support Contact Information:** Clear contact information for school staff who can provide assistance will be prominently displayed on the school website and in communications.
- **Addressing Language Barriers:** Important communications will be provided in languages prevalent within our student population, as feasible.

6. Staff Roles and Responsibilities:

- **Superintendent:** Will submit Form [J-13 A](#) in a timely manner to request allowance of attendance due to emergency conditions.
- **Governing Board:** Will provide oversight and support for the implementation of the ICP.
- **Superintendent/School Leaders:** Will oversee the implementation of the ICP, ensure communication, and make necessary decisions.
- **Administrators:** Will support teachers, students, and families; coordinate resources; and monitor the effectiveness of the ICP.
- **Teachers/Educational Facilitators:** Will adapt instructional practices for remote delivery, maintain communication with students and families, provide feedback, and monitor student progress.
- **Support Staff (Counselors, Special Education Staff, etc.):** Will continue to provide support services remotely, as appropriate, and communicate with students and families.
- **Technology Support:** Will provide technical assistance to staff, students, and families to ensure access to online learning platforms and tools.
- **Office/Administrative Staff:** Will support communication efforts, manage inquiries, and provide administrative support as needed.

7. Technology and Infrastructure:

- **LMS Maintenance and Support:** We will ensure the reliability and functionality of our LMS and provide ongoing technical support for users.
- **Website Maintenance:** The school website will be regularly updated with important information and resources.

- **Staff Technology:** Staff will be equipped with the necessary technology and internet access to effectively deliver remote instruction and support.
- **Data Backup and Recovery:** Regular backups of critical data will be maintained to ensure data security and recovery in case of technological failures.

8. Training and Professional Development:

- **Staff Training:** Ongoing professional development will be provided to equip staff with the skills and strategies necessary for effective online instruction, communication, and student support. This will include training on our LMS, video conferencing tools, and best practices for remote learning.
- **Parent/Guardian Support:** Resources and guidance will be provided to parents/guardians to support their children's learning at home.

9. Plan Review and Revision:

This ICP will be reviewed and updated at least annually, or as needed based on experiences during disruptions, changes in technology, or new guidance from relevant authorities. The review process will involve input from staff, parents/guardians, and the Governing Board.

10. Activation of the ICP:

The decision to activate all or parts of this ICP will be made by the [Superintendent/School Leader] in consultation with the Governing Board and relevant stakeholders, based on the nature and severity of the disruption. Communication regarding the activation of the ICP will follow the protocols outlined in Section 5.

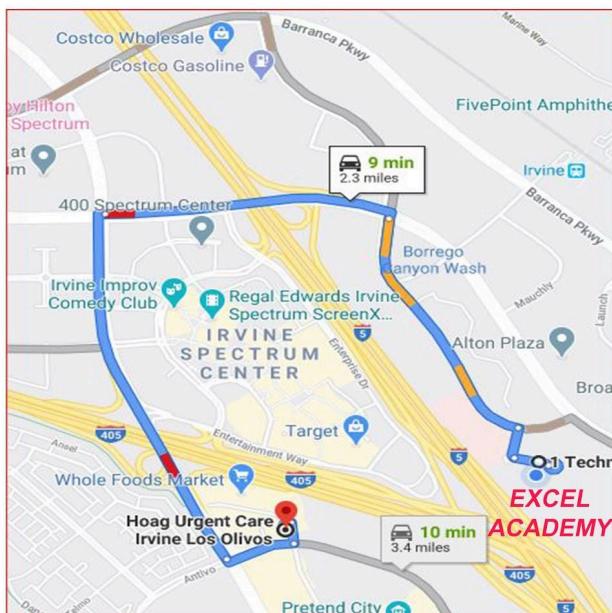
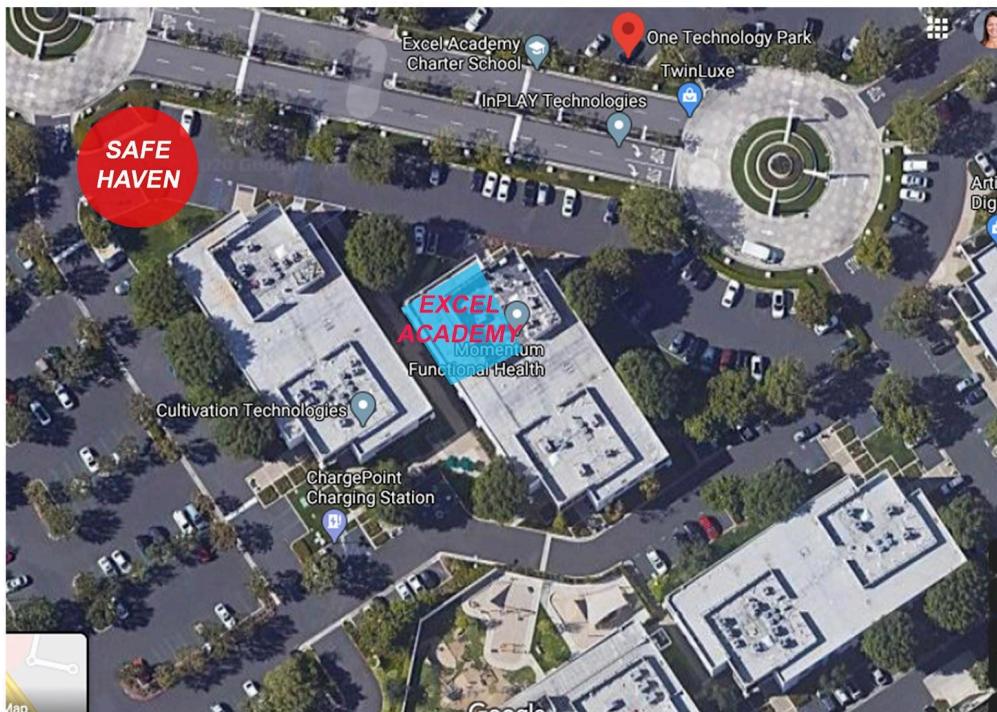
11. Deactivation of the ICP:

The decision to deactivate the ICP and return to normal operations will be made by the [Superintendent] in consultation with the Governing Board and relevant stakeholders, based on the resolution of the disruption and guidance from relevant authorities. Communication regarding the deactivation of the ICP will follow the protocols outlined in Section 5.

Appendices

Appendix A: Irvine Executive Office Evacuation Map

**IN CASE OF EVACUATION DUE TO FIRE, NATURAL DISASTER OR OTHER-
ALL EMPLOYEES AND GUESTS PLEASE MEET AT SAFE HAVEN AREA
INDICATED ON THIS MAP.**



**Phone number for Hoag Urgent Care
949-557-0600
Hours: 8am-8pm (M-F)
8am-5pm (Sat/Sun)**

ved: Pending

In any hostile situation every individual should try to remain calm. If it becomes necessary to evacuate the Excel Academy office, exit the building safely and make your way to the safe haven (parking lot area in front of building J-see aerial map) as quickly as possible. Staff will gather on the lawn in front of the building. Call 911 as soon as you are clear of any danger (natural or otherwise).

If trapped inside the building, lock the main/front doors if possible and retreat to one of the interior offices together. Lock that door, barricade it with any heavy objects, turn off the lights, silence all cell phones and call 911.

Hostage situation in main lobby (Building I):

If a hostage is held against their will in the lobby, the other employees in the private interior offices must close and lock their doors immediately, barricade their door with one of the large desks and call 911 immediately.

Hostage situation in one of the private interior offices:

If a parent or visitor is able to hold one of the employees hostage in their own private office, any employee who is able must evacuate quickly through the main office door, and get to the Safe Haven (South East end of parking lot - see map) and immediately call 911. Staff will gather on the lawn in front of the building.

If the other employees are unable to escape out the front door, they must close and lock their private, interior doors immediately, barricade their door, turn out the lights, silence their phones/pagers, and call 911.

Natural Disasters:

In southern California, the most likely natural disaster is an earthquake. In the event that an earthquake occurs at the Main Office, the following actions shall be taken:

1. Individuals must implement the Drop, Cover, and Hold action. Each individual must:
 - **Drop** to the ground. For those individuals who are physically unable to drop to the ground, they must remain seated and cover their heads with their arms and hands
 - **Cover** under or near desks, tables, or chairs in a kneeling position with their backs to the windows
 - **Hold** on to table or chair legs
 - Remain in the drop position until ground movement ends
2. Assess the situation
 - Severe structural damage
 - Fire

- Toxic spill
- Injuries (Render first aid if necessary)

3. Evacuate the room if necessary
4. For additional emergency treatment, call 911 immediately.

Concentra Urgent Care Address: 15751 Rockfield Blvd. (see map)

Please report any office or building damage to the Office Manager.

Appendix B: Child Abuse Report Form

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**

Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

| | | | | | | |
|--|--|---|--|--|--|------------------------------------|
| A. REPORTING PARTY | NAME OF MANDATED REPORTER | TITLE | MANDATED REPORTER CATEGORY | | | |
| | REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS | Street | City | Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO | |
| | REPORTER'S TELEPHONE (DAYTIME) () | SIGNATURE | | TODAY'S DATE | | |
| B. REPORT NOTIFICATION <input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION AGENCY <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services) ADDRESS Street City Zip DATE/TIME OF PHONE CALL | | | | | | |
| C. VICTIM One report per victim | OFFICIAL CONTACTED - TITLE | | | TELEPHONE () | | |
| | NAME (LAST, FIRST, MIDDLE) | | | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY |
| | ADDRESS | Street | City | Zip | TELEPHONE () | |
| | PRESENT LOCATION OF VICTIM | | | SCHOOL | CLASS | GRADE |
| | PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO | DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO | OTHER DISABILITY (SPECIFY) | | | PRIMARY LANGUAGE SPOKEN IN HOME |
| | IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO | | | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> NO <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME | | |
| | RELATIONSHIP TO SUSPECT | | | PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK | |
| D. INVOLVED PARTIES | VICTIM'S SIBLINGS | | NAME | BIRTHDATE | SEX | ETHNICITY |
| | 1. _____ | 2. _____ | 3. _____ | 4. _____ | | |
| | VICTIM'S PARENTS/GUARDIANS | | NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY |
| | ADDRESS | Street | City | Zip | HOME PHONE () | BUSINESS PHONE () |
| | SUSPECT | | NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY |
| ADDRESS | Street | City | Zip | HOME PHONE () | BUSINESS PHONE () | |
| OTHER RELEVANT INFORMATION | | | | | | |
| E. INCIDENT INFORMATION | | | IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____ | | | |
| DATE / TIME OF INCIDENT | | | PLACE OF INCIDENT | | | |
| NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect) | | | | | | |

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.
WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

| | | | | | |
|-------------------|--------------------|--------------|---------------------------|-------------------|---------------------------|
| 1 Alaskan Native | 6 Caribbean | 11 Guamanian | 16 Korean | 22 Polynesian | 27 White-Armenian |
| 2 American Indian | 7 Central American | 12 Hawaiian | 17 Laotian | 23 Samoan | 28 White-Central American |
| 3 Asian Indian | 8 Chinese | 13 Hispanic | 18 Mexican | 24 South American | 29 White-European |
| 4 Black | 9 Ethiopian | 14 Hmong | 19 Other Asian | 25 Vietnamese | 30 White-Middle Eastern |
| 5 Cambodian | 10 Filipino | 15 Japanese | 21 Other Pacific Islander | 26 White | 31 White-Romanian |

Appendix C: Civility Policy

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment free environment for the students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct includes, but is not limited to:

- A. using an inappropriately loud voice;
- B. using profane, vulgar, or obscene words or gestures;
- C. belittling, jeering, or taunting;
- D. using personal epithets;
- E. using violent or aggressive gestures or body-language;
- F. repeatedly and inappropriately interrupting another speaker;
- G. repeatedly demanding personal attention at inappropriate times;
- H. purposefully and inappropriately invading personal space;
- I. purposefully ignoring appropriate communications;
- J. wrongfully interfering with another person's freedom of movement;
- K. wrongfully invading another person's private possessions; or;
- L. any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to school administration with a written summary of the uncivil behavior and how they responded.
4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

SB 19: Threats

Excel Academy Charter Schools is dedicated to maintaining an educational environment free from violence, harassment, and threats.

The Charter School strictly prohibits any person from making a credible threat of violence against another person or persons at any EACS location or school-sponsored activity.

A credible threat is defined as any communication, including, but not limited to, verbal statements, written messages, images, or digital postings (e.g., on social media or an internet webpage), that conveys an intent to commit a crime resulting in death or great bodily injury.

This prohibition applies when the communication is made with the specific intent that it be taken as a threat, even if there is no intent of actually carrying it out, provided that the threat:

1. Is so unequivocal, unconditional, immediate, and specific that it conveys a gravity of purpose.
2. Causes a person to be in reasonable and sustained fear for their own safety or the safety of others at these locations.

Violation of this policy will result in immediate and severe disciplinary action, up to and including expulsion, and may lead to notification and referral to appropriate law enforcement agencies for criminal investigation

Appendix D: CAASPP Testing Security Form


EXCEL ACADEMY

EXCEL ACADEMY'S CAASPP TEST SECURITY FORM (ONE per family)

Family's Last Name _____

Test Site/Location _____ ToR Name _____

Student Information **Cell Phone at Test Site Y/N**

Student's Name _____ Grade _____ Y or N

Parent's Name _____ Cell Phone # _____

List student's name and allergies (if applicable) and important details for test site lead :

In case of an emergency, please contact _____

Phone Number(s) _____

The following individual(s) have my permission to drop off/pick up my child(ren).

1. Name _____ Phone _____

2. Name _____ Phone _____

If you have a high school student that will be driving to the test site on his/her own, and wish to allow your student to sign in/out for himself/herself, please complete this portion.

_____ My high school student has my permission to sign himself/herself in and out.

_____ My high school student has my permission to sign his/her siblings in and out.

NOTE - I understand that cell phones/smart watches might be collected at the start of each testing day and returned to the student(s) at the end of each testing day. Cell phones/smart watches must be turned off during testing. For safety purposes, I understand that backpacks are not allowed. Please bring lunch/snack in a clear bag.

Parent's Signature _____ Date _____

Appendix E: Triage Guidelines

Immediate Classification

These students get priority medical care and transportation to an advanced care facility. These victims are critically injured, life threatened, but salvable. They will die within one hour or less without further treatment and require immediate field intervention to survive.

After assignment to the immediate classification, the students are then further divided into two additional groups. The two subgroups are the immediate life threatened, and the potentially life threatened. Injury patterns seen in this group include:

- Head injuries with decreasing level of consciousness:
- Airway/chest injuries with associated cardiorespiratory or respiratory compromise:
- Shock associated with hemorrhage:
- Blunt or penetrating abdominal trauma;
- Life threatening fractures such as femur, pelvic, etc.
- Third degree burns over 25% BSA (body surface area) but under 50% BSA, excluding facial involvement.

Medical problems assigned to the immediate classification include:

- Chest pain not associated with blunt trauma:
- Suspected hypo/hyperglycemia:
- Unconscious without associated trauma:
- Obstetrical problems:
- Seizures with or without trauma:
- Hysterics requiring isolation from others:
- Hypothermia
- Hyperthermia

Delayed Classification

Anyone in this classification is considered to be a lower priority victim. Since this is a two-tiered system, the “delayed” group is a catchall for any victims other than those who are life-threatened or with salvable injuries. Therefore, the injuries seen in this classification include:

- Serious injuries, non-life-threatening, including:
 - Fractures with distal pulse
 - Serious lacerations requiring repair
 - Third-degree burns less than 25% BSA
 - Second-degree burns of any percentage
 - Injuries to the eye
 - Spinal cord injuries
- Minor injuries requiring first aid treatment only and the non-injured. This group will be transported to an ambulatory holding or evacuation center. They do not need to tie up hospital facilities.
- The dead at the scene. These are sent to a common morgue area.

- Critically injured, seriously life-threatened, non-salvable patients.

Appendix F: Suicide Prevention

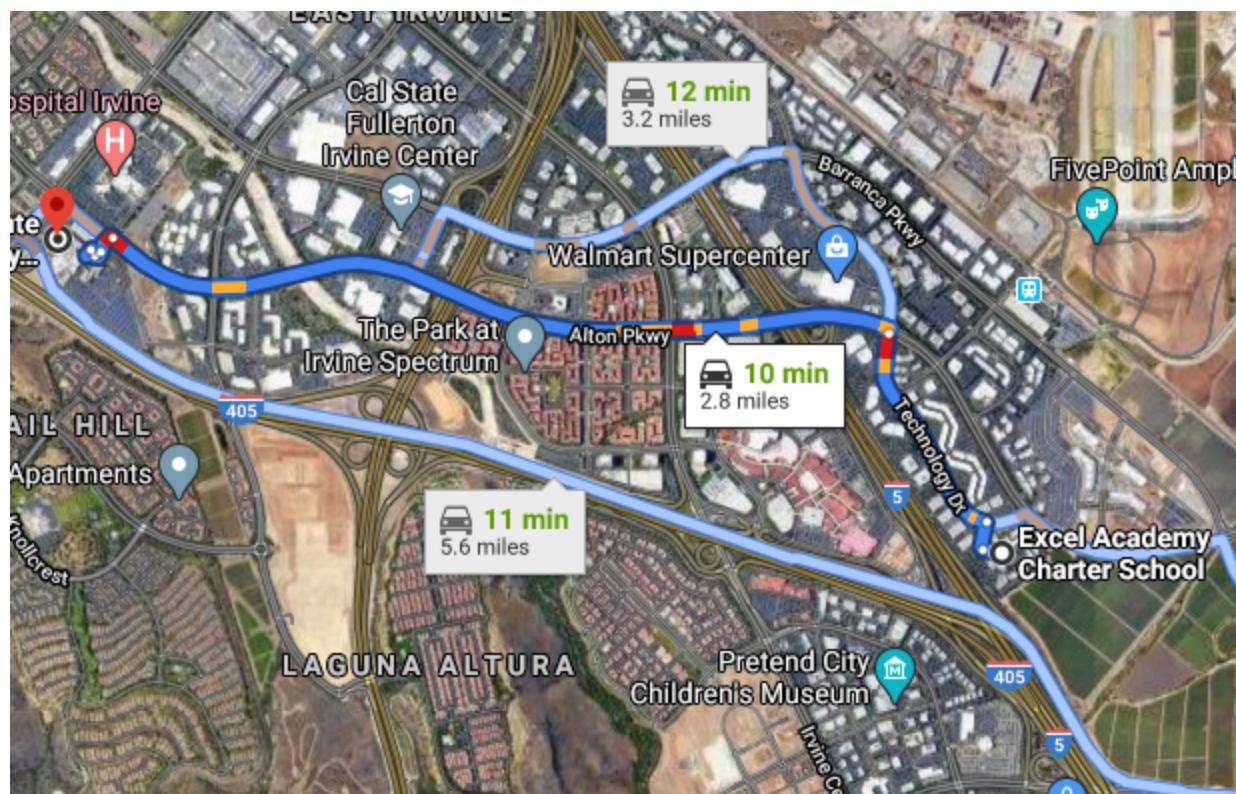
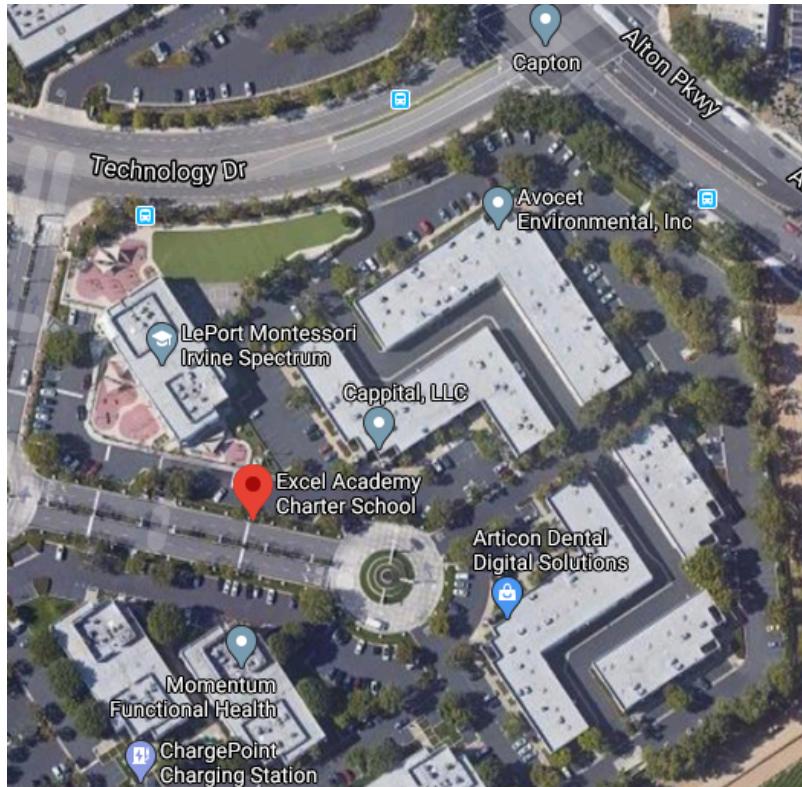
The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- **Listen** to what the person is saying and take suicidal threats seriously. Many times a person may be looking for just that assurance.
- **Observe** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- **Ask** whether the person is really thinking about suicide. If the answer is "YES," ask how they plan to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- **Get Help** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- **Stay** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- **Don't** leave the person alone for even a minute.
- **Don't** act shocked or be sworn to secrecy.
- **Don't** underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you must not add to the burden.
- **Don't** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You must, therefore, stay involved until you get help.
- **Don't** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting them to a trained professional. Under no circumstances must you attempt to counsel the person.



Appendix G: Excel Academy Office Contact Information

School Year: 2025-2026

Site Name: Excel Academy Charter School

Purpose: Main Excel Academy Offices

Location: 1 Technology Drive Suite I-811 Irvine, CA 92618

Phone: (949) 387-7822

Website: www.excelacademy.education

Email: admissions@excelacademy.education

Site Description:

- Monday through Friday 8am to 4:30pm. Closed all Federal holidays.

Property Managed by:

The Irvine Company
7525 Irvine Center Drive
Irvine, CA 92618
M-F 8am-5:30pm
949-398-8900

| | |
|---------------------------------|----------------|
| 24 Hour Security & After Hours: | (866) 234-9851 |
| Hazardous Material Reporting: | (714) 433-6240 |
| Orange County Fire Authority: | (714) 573-6000 |
| Irvine Police Dept. | (949) 724-7200 |
| Poison Control | (949) 222-1222 |

Appendix H: Emergency Contact Phone Numbers

1. POISON CONTROL HOTLINE.....(800) 222-1222
2. LA COUNTY DISASTER HOTLINE.....(800) 980-4990
3. AMERICAN RED CROSS.....(661) 267-0650
4. SOUTHERN CALIFORNIA EDISON.....(800) 611-1911
5. SUBURBAN PROPANE.....(661) 942-5117
6. LOS ANGELES COUNTY WATERWORKS.....(877) 637-3661
7. ORANGE COUNTY SHERIFF'S DEPT.....(714) 647-7000
8. LA COUNTY SHERIFF'S DEPARTMENT.....(213) 229-1700

Appendix I: Incident Report

[View EACS Accident/Incident Report Form](#)



EACS FEB 2026 - SAFETY PLAN REVISIONS

Recommended for board approval to align with new provisions and update language for clarity

| Section | Item |
|----------------|--|
| <u>Overall</u> | <ul style="list-style-type: none"> Revised all references of Executive Director to “Superintendent” Updated School Address Included new legally required procedures and protocols Included references to Education Codes that reference the requirement of the Comprehensive Safety Plan Included reference of SB 533 to integrate the Workplace Violence Prevention Plan The Incident Report template was updated |

Nondiscrimination and Fair Treatment of Pupils

Excel Academy realizes that a major source of conflict in many schools is the problem of bias and unfair treatment of students based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, **military or veteran status, genetic information**, or association with a person or a group with one or more of these actual or perceived characteristics. Our school strives to convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Excel Academy strives to communicate to students and the greater community that all students are valued and respected.

Conduct

The Superintendent or designee shall ensure that each program develops standards of conduct and discipline consistent with board policies and administrative regulations. **Standards of conduct shall include clear policies on bullying prevention and cyberbullying in accordance with AB 2291.**

Plan Elements

The Excel Academy School Plan contains the following elements:

- Emergency Preparedness
 - Professional Development/Staff Meetings
 - Learning Period Meetings
 - Testing site safety and contact procedures



- Field trip safety and contact procedures
- Professional Development/Staff Meetings
- School office evacuation procedures
- **Workplace Violence Prevention Plan**
- Human Resources
 - Mandated Reporter
 - Sexual Harassment
 - Bloodborne Pathogens
 - Active Shooter
 - **Opioid Overdose Prevention**

The school Plan shall be evaluated annually and re-published in March of each year. A copy of the School Plan will be available for review at the Excel Academy school office and online at www.excelacademy.education. **The plan will also be communicated to the local fire and law enforcement agencies annually.**

Criminal Background Check

All candidates for employment shall submit to a criminal background check in compliance with Education Code Section 44237 prior to employment. **In accordance with AB 1871 and EC 45125.1, this requirement extends to all non-certificated employees and third-party vendors who may have contact with students.**

Criminal background checks cannot be carried over from the candidate's prior employer. Failure to submit to a criminal background check will result in the candidate's application for that position being withdrawn from further consideration. **Excel Academy maintains a system of subsequent arrest notifications from the Department of Justice (DOJ) to ensure ongoing monitoring of staff eligibility.**

Section II: Program Policies

For the purposes of this reporting procedure and the Penal Code 11166.1, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on their training and experience, to suspect child abuse. **Reasonable suspicion does not require certainty; it only requires that it be 'objectively reasonable' for a person in a like position to suspect abuse.**

**Definitions:**

1. "Child Abuse" includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person
 - b. Sexual abuse of a child
 - c. Commercial Sexual Exploitation of Children (CSEC), including human trafficking of a minor.
4. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the Superintendent or the director's designee. **Per Penal Code 11166(i)(1), no supervisor or administrator may impede or inhibit a reporting duty, and no person making such a report shall be subject to any sanction.**

If the mandated reporter does not disclose their identity to the Superintendent, they shall provide or mail a copy of the written report to the main office without their signature or name to ensure the school's record-keeping compliance while maintaining reporter anonymity.

~~5. as soon as possible after the initial verbal report by telephone.~~

Legal Responsibility and Liability:

- ~~1. Mandated reporters have absolute immunity. Excel Academy employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.~~
- ~~2. If a mandated reporter fails to report an instance of child abuse, which they know to exist or reasonably know to exist, they are guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.~~
- ~~3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows that the designated person failed to make the report, that person then has a duty to do so.~~

Immunity: Mandated reporters have absolute immunity from civil or criminal liability for making a report required or authorized by CANRA (Child Abuse and Neglect Reporting Act).

Penalty for Failure to Report: Failure to report is a misdemeanor punishable by up to six months in jail, a \$1,000 fine, or both. If the failure to report results in death or great bodily injury, the penalty increases to up to one year in county jail and/or a fine of up to \$5,000.



Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report must be completed on a state form called 8572, which will be downloaded at

Written Report Form (SS 8572): The written report must be completed on the current California DOJ form. **Current Form Link:** <https://oag.ca.gov/childabuse/forms> (Form SS 8572)

Child Abuse Training Requirement:

- Per AB 1432, all Excel Academy employees must annually complete the Mandated Reporter Training course within the first six weeks of school or by the sixth week of employment.
 - **Substitute Employees:** Must also complete training before beginning work.
 - **Record Keeping:** Proof of completion must be submitted to Human Resources and retained for at least three years.

B. Immigration Enforcement: Notification, Access, and Response Procedures

California law provides protections for students and families in situations involving actual or perceived immigration enforcement activities. Although EACS does not operate a traditional schoolsite, these requirements apply during any in person event, testing session, or activity where EACS personnel are supervising students. When applicable, EACS personnel shall not grant immigration enforcement officers access to students, student records, or EACS-supervised areas unless the officer presents a valid judicial warrant signed by a federal judge or magistrate. Administrative warrants are not sufficient for granting access. If immigration enforcement officers appear at a EACS-supervised event, personnel will immediately notify the Superintendent or Incident Commander, request identification and the stated purpose of the visit, and decline entry where possible until the documentation has been reviewed by EACS administration. The Superintendent or designee will examine any warrant or request to determine whether it meets the legal requirements and will communicate directly with the enforcement officer regarding EACS's response. All encounters will be documented according to EACS procedures.



EACS will notify parents and guardians as soon as reasonably possible, unless prohibited by law, and will provide the communication in the primary language listed in the student's records. Notifications will describe the nature of the enforcement activity, whether students or staff were contacted, and any relevant rights or resources available to families. Student information will remain protected under FERPA and California law, and EACS will not release educational records or personally identifiable information to immigration enforcement officers unless compelled by a valid court order that has been reviewed and verified by the Superintendent or designee.

All personnel will receive annual training on the procedures including recognizing valid warrants, responding to actual or perceived immigration enforcement, following notification requirements, and maintaining appropriate confidentiality. During in-person events or testing sessions, supervising personnel will review these procedures in advance and be prepared to contact administration if an immigration enforcement officer appears. EACS will also inform hosting facilities, when appropriate, that the school follows California's student and family immigration-enforcement protections.

C. Routine & Emergency Disaster Procedures - Continuity Plan for Disruption in in-person learning

Overview & Scope

Excel Academy is primarily an independent study program. However, during school-sponsored events (testing, field trips, staff meetings), the school assumes custodial responsibility. This plan satisfies the requirements of EC 32282 regarding disaster procedures and emergency protocols.

Continuity of Learning (Disruption Plan)



In the event of a localized or state-wide disruption to in-person services (e.g., pandemic, wildfire, or loss of administrative office access):

- **Instructional Continuity:** Instruction will continue via the established Independent Study Master Agreement.
- **Communication:** The school will utilize the emergency communication system (e.g., ParentSquare, email, or SMS) to provide status updates within 24 hours of the disruption.
- **Virtual Services:** If testing sites or field trips are cancelled, the school will provide alternative virtual enrichment or reschedule state testing within the CDE-approved testing window.

~~Excel Academy is an independent study program where students are schooled in the home and through independent providers in the community. Typically, students are under the direct supervision of their parent/guardian. However, there are instances when Excel Academy sponsors events such as field trips and state testing, when it is important to have a clear emergency preparedness plan.~~

~~In such instances, it is necessary to be prepared to respond to a vast array of emergency situations. The program's procedures for evacuation and emergency preparedness are outlined in the following section for testing sites, the school office, staff meetings, and field trips. The roles of the responsible parties, training, and resources necessary to perform those responsibilities, are defined for each site where school operations are conducted.~~

~~Furthermore, it is important to clearly define the responsibilities of the school and parent/guardian in the event of an emergency or disaster. It is also necessary to define the school's dismissal procedures in the event of a key policy violation or violations.~~

Required Training and Resources for All Employees

- Active Shooter/ Tactical Response: Based on "Run, Hide, Fight" or "ALICE" protocols.
- Workplace Violence Prevention: In compliance with SB 553 (California's new Workplace Violence Prevention requirement).
● ~~Workplace Violence~~
- Mandated Reporting & First Aid: SafeSchools modules.
- Emergency Contact: Employees must maintain updated emergency contact data in Paycom.



- Complete Safe Schools Training - First Aid
- Emergency Apps downloaded on phone
 - Red Cross First Aid
- Maintain current personal emergency contact information with Excel Academy in Paycom
- Report safety concerns to Executive Director immediately
- Support Executive Director as needed
- Follow the emergency plans as directed by the venue

Professional Development/Staff Meetings

Biannual staff meetings are conducted.

Guidelines for Student and Staff Dismissal

Student Dismissal & Communication Protocol

- Emergency Communication (Cell Phones): While students may possess smart phones, during an active emergency, use is restricted to emergency-related communications only to keep lines open for first responders and prevent the spread of misinformation. Students must follow the specific directives of the Superintendent or Law Enforcement regarding when it is safe to broadcast their location.
- Authorized Pick-up: Students will only be released to adults listed on the emergency contact card with valid photo ID.
- Extended Supervision: In a disaster (e.g., earthquake) where travel is impossible, school staff will remain "in loco parentis" until every student is safely released.

Staff Dismissal (Disaster Service Workers)

Per Government Code 3100, all public employees (including charter school staff) are designated as Disaster Service Workers. In a declared state of emergency, staff may be required to remain on-site or report to a designated area to assist in emergency response until officially released by the Superintendent or Emergency Command.



Guidelines for Student and Staff Dismissal

- ~~Student Dismissal: In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications only when explicitly directed by the Executive Director or Law Enforcement to ensure the security of the site and the accuracy of outgoing information.~~

~~Staff Dismissal: In the event that a state of emergency is declared... all school employees will remain on site until officially dismissed by the Executive Director~~ ~~Executive Director or designee~~ ~~Student Dismissal~~

School Events

In the event that a state of emergency is declared that does not pose an immediate threat to the school, all students will be required to remain onsite, or at an alternate location, designated by law enforcement under the supervision of the Superintendent, director's designee, or other school staff assigned by the Superintendent or designee. Students not already attended by a parent/guardian will not be permitted to leave until:

1. Regular dismissal time, and only if it is considered safe to do so.
2. An authorized adult with a photo ID, who is identified as the designated pick-up, arrives to retrieve the student.
3. In the event of a natural or man-made disaster that prevents parents and other designated adults from picking up students, students will remain under the supervision of school staff.
4. ~~In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications.~~

Staff Dismissal

~~In the event that a state of emergency is declared that does not pose an immediate threat to students all school employees will remain on site and carry out their assignments until officially dismissed by the Superintendent or director's designee, or relieved by fire or law enforcement.~~

Incident Command: Superintendent Responsibilities

The Superintendent (or designee) serves as the Incident Commander and shall:



- **Assess & Alert:** Contact local Sheriff/HP to determine evacuation necessity.
- **Communication:** Act as the sole liaison for media and the Board/Superintendent .
- **Accounting:** Ensure all "Teachers of Record" have accounted for students at the site.
- **Emergency Apps:** Monitor "PulsePoint" or "Integrated Reporting" apps for real-time local threats.

~~Executive Director Responsibilities~~

~~The Executive Director of Excel Academy is responsible for overall policy, direction and coordination of the emergency response effort during the incident. The Executive Director is also responsible for interacting with responding state/government agencies.~~

~~The Executive Director will:~~

- ~~Ensure that all staff are trained in the use of the safety plan.~~
- ~~Direct the school's personnel during a disaster including:~~
 - ~~Teacher of Records, Administrative Staff, Support Staff, Providers~~
- ~~Serve as the spokesperson for the program to the media after a disaster.~~
- ~~Direct all staff to become familiar with the implementation of the plan.~~

~~Responsibilities~~

- ~~Assess emergency, threat and impact to students, staff, school property and surrounding community; The Executive Director will contact the Sheriff's Department and Highway Patrol to determine whether an evacuation of students and staff from a school is advised.~~
- ~~Authorize any release of public information.~~
- ~~Release Teachers of Record and Providers as appropriate.~~
- ~~Remain in charge of the program until redirected or released by the CEO of the school or relieved by the Fire or Law Enforcement Incident Commander.~~
- ~~Designate a person who will assist in a disaster situation in their absence.~~
- ~~Work in coordination with the Red Cross if the school is designated an evacuation center.~~
- ~~The Executive Director or their designee will monitor the emergency communication system and immediately notify the CEO in the event of a chemical spill on the roads or railway system within the vicinity.~~



Emergency Response Protocols: Fire

Fire & Evacuation (Sites/Offices)

1. **Immediate Evacuation:** Trigger alarm; evacuate via nearest safe exit.
2. **Elevators:** Never use elevators during fire or earthquake.
3. **ADA Assistance:** Senior staff must implement pre-arranged "Buddy Systems" for individuals with mobility or sensory disabilities.
4. **Window Breakers:** Only to be used if primary and secondary door exits are fully obstructed.
5. **Re-entry:** Prohibited until a "Code Clear" is issued by the Fire Department.

Testing Sites (Mobile Operations)

Due to the temporary nature of testing sites, the Assessment Lead or designee is responsible for:

- Identifying the host facility's evacuation map upon arrival.
- Begin orderly evacuation immediately
- Lead students to the designated evacuation area away from fire lanes
- Designating a specific "Rally Point" in the parking lot for Excel Academy students.
- Maintaining a physical "Sign-in/Sign-out" sheet to ensure 100% accountability during an evacuation.
- Report any missing students to the Assessment Lead or senior Excel Academy employee immediately
- Remain with students until given alternative instructions
- In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications.

Student Catching Fire (Stop, Drop, and Roll)

- Instruct student to **Stop, Drop, and Roll**.
- Smother flames with a non-synthetic blanket or jacket (wrap from neck down to protect face).



- Immediately call 911 and notify the Superintendent.

Emergency Response Protocols: Relocation, Threats, and Hazards

Relocation/Evacuation/Refuge

1. Relocation/Evacuation/Refuge

Relocation from the School Office

In any emergency requiring evacuation, all employees must prioritize life safety over property.

- **Immediate Action:** Cease all activities and exit via the nearest safe stairwell or door.
- **Leadership:** The most senior staff member present serves as the Site Incident Lead until emergency services arrive.
- **Elevators:** Use is strictly prohibited.
- **ADA & Accessibility:** Excel Academy maintains a voluntary "Self-Identification" list for staff/visitors requiring assistance. The Site Incident Lead will assign "Evacuation Buddies" to assist individuals with disabilities.
- **Emergency Egress (Window Breakers):** Window breakers are located in designated areas. They are only to be used as a *last resort* if all primary and secondary door exits are non-navigable. Staff must exercise extreme caution to avoid falling glass and secondary injuries.
- **Accountability:** Once at the "Rally Point" (Appendix F), the Site Incident Lead will conduct a roll call of all employees and visitors.
- **Re-entry:** No person shall re-enter the building until the Fire Department issues a "Code Clear" and the Superintendent or designee authorizes re-entry.

Relocation from Mobile/Public Sites (Testing, Field Trips, Homes)



1. **Host Procedures:** Follow the specific evacuation posted by the venue (e.g., community center, hotel).
2. **Supervision:** Excel Academy staff must remain with students at all times during the evacuation and relocation process.
3. **Reporting:** Once safe, the staff member must contact a school administrator to confirm the safety of all participants.

Relocation/Evacuation from the School Office

In the event that an emergency occurs, all employees are to evacuate the building by following the procedures below. For an evacuation map, please see Appendix F.

1. All employees must immediately stop whatever they are doing and quickly and safely exit the building, if possible.
2. It is the responsibility of the most senior staff member present at the time of the emergency to see that all employees leave the building promptly and safely.
3. All employees must exit the building by way of the nearest exit or stairwell to the outside.
 1. If the nearest stairwell is blocked by smoke, use the other stairwell. DO NOT USE THE ELEVATOR. Excel Academy will make every attempt to create prior arrangements with staff and individuals with disabilities as needed to assist them in the event of an evacuation.
 2. If the nearest doorway or exit is blocked, and if the emergency calls for immediate evacuation, utilize the window breaker to clear a safe path to the outside.
1. Follow the exit plans and get to the secure designated meeting area.
2. Once outside the building, the designee will:
 1. Confirm that the fire department has been called (911)
 2. All employees must immediately congregate in the designated meeting area and the senior employee will confirm that all employees and visitors are out of the building and accounted for.
 3. Designate someone to meet the fire department to provide additional information if necessary.
1. Staff members will be assessed to determine if additional medical attention is required and appropriate action will be taken.
2. Do not re-enter until the building is declared safe by the Fire Department and you are informed to do so by the Superintendent or designee.
3. **In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications.**

Relocation/Evacuation from a public meeting space, business or home

1. Follow the evacuation procedure posted at the meeting space or business location.



2. Follow staff member instructions.
3. Excel Academy employees, supervise the evacuation of students and parents
4. Ensure that all parents and/or students are accounted for.
5. Contact 911 as soon as it is safe to do so.
6. Contact a school administrator to inform them of the situation.
7. If order is evacuation from home please notify your Teacher of Record for additional resources.
8. **In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications.**

2. Bomb Threats

Excel Academy Administrative staff or teachers may be notified of bomb threats via different mediums, e.g., telephonic, written, email, etc. In the event of a bomb threat, the administration will assess the location of the bomb threat and how many TORs, staff and students may be in or near the area of the threat.

If Administration, TORs, or support staff are the person(s) receiving the message of a bomb threat by phone they must try to maintain contact with the caller and ask for the location of the bomb, the time it is expected to detonate, the reason for the bomb, etc. In the event that a staff member or TOR receives a bomb threat, they must immediately notify:

- The Superintendent
- The Sheriff's Department

The Fire Department

Excel Academy treats all threats as serious until a formal threat assessment is completed.

- **Receiving the Threat:** If via telephone, the recipient should attempt to keep the caller on the line as long as possible. Note the caller's ID, background noises, and specific tone.
- **Immediate Notification:** Notify the **Superintendent** and **911** immediately.
- **Threat Assessment:** The Superintendent will coordinate with Law Enforcement to determine if the threat is "Low," "Medium," or "High" priority.
- **Evacuation vs. Shelter:** * Do not automatically evacuate unless directed by Law Enforcement or if a suspicious package is visible.



- **Radio/Cell Silence:** During a bomb threat, staff should avoid using high-frequency radios or cell phones in the immediate vicinity of a suspected device, as these can potentially trigger electronic detonators.

Bioterrorism/Hazardous Materials/Chemical Accident

3. Bioterrorism & Hazardous Materials

Biological Threats (Bacteria, Viruses, Toxins)

A biological attack may not be immediately apparent. Excel Academy will follow the guidance of the County Department of Public Health.

- **Suspicious Substances:** If a suspicious powder or substance is found, **do not touch, smell, or move it.** Clear the room and seal it if possible.
- **Hygiene:** In a declared biological emergency, staff and students must adhere to strict handwashing protocols and avoid sharing any utensils or equipment.
- **Quarantine:** Staff may be required to remain at a site if local health officials order a temporary quarantine to prevent the spread of a contagious agent.

Chemical Emergencies (Toxic Vapors/Liquids)

If a chemical release occurs within the vicinity of a school operation:

- **Upwind Movement:** If outdoors, move crosswind and then upwind, away from the source of the odor or cloud.
- **Shelter-in-Place (SIP):** If evacuation is not possible, move to an internal room.
 - **HVAC:** Turn off all air conditioning and heating units.
 - **Seal:** Use duct tape and plastic sheeting to seal gaps around doors, windows, and vents.



- **Decontamination:** If exposed, remove all clothing (cutting it off to avoid head contact) and wash skin thoroughly with soap and water. Seek professional medical evaluation immediately.

4. Continuity of Operations

In the event that the school office or a primary site is rendered unusable by a disaster (Fire, Chemical, or Bomb Threat), administrative functions will transition to a remote work environment. All critical records are stored in cloud-based systems (e.g., Paycom, Student Information System) to ensure instructional continuity for independent study students.

~~Biological agents are organisms or toxins that can kill or incapacitate people. A biological attack is the deliberate release of germs or other biological substances that can make you sick.~~

~~There are three basic groups of biological agents that could likely be used as weapons: bacteria, viruses, and toxins. Biological agents can be dispersed by spraying them into the air, person to person contact, infecting animals that carry the disease to humans, and by contaminating food and water.~~

~~A biological attack may or may not be immediately obvious. In most cases local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. The public would be alerted through an emergency radio or TV broadcast, or some other signal used in your community, such as a telephone call or a home visit from an emergency response worker.~~

~~During a Biological Threat~~

~~The first evidence of an attack may be when you notice symptoms of the disease caused by exposure to an agent. In the event of a biological attack, public health officials may not immediately be able to provide information on what you must do. It will take time to determine exactly what the illness is, how it must be treated, and who is in danger.~~

~~Follow these guidelines during a biological threat:~~



- Watch TV, listen to the radio, or check the Internet for official news and information including signs and symptoms of the disease, areas in danger, if medications or vaccinations are being distributed, and where you must seek medical attention if you become ill.
- If you become aware of an unusual and suspicious substance, quickly get away.
- Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing.
- Depending on the situation, wear a face mask to reduce inhaling or spreading germs.
- If you have been exposed to a biological agent, Follow official instructions for disposal of contaminated items.
- Wash yourself with soap and water and put on clean clothes.
- Contact authorities and seek medical assistance.
- You may be advised to stay away from others or even quarantined.
- If your symptoms match those described and you are in the group considered at risk, immediately seek emergency medical attention.
- Follow instructions of doctors and other public health officials, expect to receive medical evaluation if necessary

- In a declared biological emergency or developing epidemic avoid crowds
- Wash your hands with soap and water frequently.
- Do not share food or utensils.

After a Biological Threat

Pay close attention to all official warnings and instructions on how to proceed. The delivery of medical services for a biological event may be handled differently to respond to increased demand.

The basic public health procedures and medical protocols for handling exposure to biological agents are the same as for any infectious disease. It is important for you to pay attention to official instructions via radio, television, and emergency alert systems.

Visit the [Centers for Disease Control and Prevention](#) for a complete list of potential agents/diseases and appropriate treatments.

Chemical Emergencies

Chemical agents are poisonous vapors, aerosols, liquids and solids that have toxic effects on people, animals or plants. While



~~potentially lethal, chemical agents are difficult to deliver in lethal concentrations because they dissipate rapidly outdoors and are difficult to produce.~~

~~Before a Chemical Emergency~~

~~A chemical attack could come without warning. Signs of a chemical release include people having difficulty breathing, eye irritation, loss of coordination, nausea, or burning in the nose, throat and lungs. The presence of many dead insects or birds may indicate a chemical agent release.~~

~~During a Chemical Emergency~~

~~In the event that Excel Academy employees find themselves located within one mile of where an accident involving containing large quantities of toxic (or unknown) agents has occurred, follow the below procedures:~~

- ~~Take immediate action to get yourself and students/parents away.~~
- ~~Get out of the building without passing through the contaminated area, if possible.~~
- ~~If you can't get out of the building or find clean air without passing through the affected area, move as far away as possible and shelter-in-place.~~
- ~~Contact 911 as soon as it is safe to do so.~~
- ~~Contact a school administrator to inform them of the situation.~~

~~If you are instructed to remain in your home or office building, you must:~~

- ~~Close doors and windows and turn off all ventilation, including furnaces, air conditioners, vents, and fans.~~
- ~~Seek shelter in an internal room with your disaster supplies kit.~~
- ~~Seal the room with duct tape and plastic sheeting.~~
- ~~Look for further information from the local authority.~~

~~If you are caught in or near a contaminated area outdoors:~~

- ~~Quickly decide what is the fastest way to find clean air:
 - ~~Move away immediately, in a direction upwind of the source.~~
 - ~~Find the closest building to shelter-in-place.~~~~



After a Chemical Emergency

~~Do not leave the safety of a shelter to go outdoors to help others until authorities announce it is safe to do so.~~

~~A person affected by a chemical agent requires immediate medical attention from a professional. If medical help is not immediately available, decontaminate yourself and assist in decontaminating others.~~

~~Decontamination guidelines are as follows:~~

- ~~Use extreme caution when helping others who have been exposed to chemical agents.~~
- ~~Remove all clothing and other items in contact with the body:~~
 - ~~Cut off clothing normally removed over the head to avoid contact with the eyes, nose and mouth.~~
 - ~~Put contaminated clothing and items into a plastic bag and seal it.~~
 - ~~Remove eyeglasses or contact lenses. Put glasses in a pan of household bleach to decontaminate them and then rinse and dry.~~
- ~~Wash hands with soap and water.~~
- ~~Flush eyes with water.~~
- ~~Gently wash face and hair with soap and water before thoroughly rinsing with water.~~
- ~~Proceed to a medical facility for screening and professional treatment.~~

~~This information is primarily drawn from Ready.gov. For more information on preparing for a power outage, please visit: <https://www.ready.gov/bioterrorism> or <https://www.ready.gov/chemical>.~~

Earthquake

1. Earthquake Procedures

Indoor Protocol (Offices, Testing Sites, Homes)



In the event of seismic activity, the primary goal is protection from falling debris.

- **Drop, Cover, and Hold On:**
 - **Drop:** Get down on your hands and knees.
 - **Cover:** Head and neck (and entire body if possible) under a sturdy table or desk. If no shelter is nearby, get next to an interior wall away from windows.
 - **Hold On:** Maintain your position until the shaking stops.
- **Accessibility Adaptations:** Students or staff with mobility impairments who cannot drop to the floor should remain seated, lean forward to protect their torso, and cover their head and neck with their arms/hands. Lock wheelchair wheels if applicable.
- **Post-Shaking Action:**
 - **Immediate Evacuation:** Once shaking stops, evacuate the building immediately via stairs. **Do not wait for a formal alarm.** Structural damage may not be visible, and aftershocks can cause weakened structures to collapse.
 - **Assessment:** The Site Lead or Proctor will carry the "Emergency Binder/Proctor Folder" to ensure all students are accounted for at the designated outdoor assembly area.
 - **Hazard Check:** Do not use matches, lighters, or electrical switches until it is confirmed there are no gas leaks.

Outdoor Protocol

- **Clear Area:** Move away from buildings, streetlights, utility wires, and large trees.
- **Drop and Cover:** Once in a clear area, drop to the ground and stay there until the shaking stops.
- **Testing/Group Events:** Proctors must maintain line-of-sight with all students. After shaking stops, move to the pre-designated assembly area and conduct a roll call.

2. Flood & Flash Flood

Prevention & Preparation



- **Cancellation Policy:** The Superintendent or designee monitors National Weather Service (NWS) alerts. If a **Flood Warning** is issued for a region where meetings or testing are scheduled, those events will be cancelled or moved to a virtual format.
- **Communication:** TORs (Teachers of Record) will use the school's emergency notification system to alert parents of cancellations.

Response Actions

- **The "6-Inch Rule":** Never attempt to walk or drive through moving water. Six inches of water can stall a vehicle or knock over an adult.
- **Higher Ground:** If a Flash Flood Warning is issued, move to the highest floor of a building or to elevated terrain immediately. Do not wait for instructions.
- **Vehicle Safety:** If water rises around a stationary car, abandon it only if you can safely reach higher ground. If the water is moving, stay with the vehicle unless the water enters the interior.

3. Power Failure / Blackout

Operational Continuity

- **Communication:** In a widespread blackout, cellular towers may be overwhelmed. Staff should prioritize SMS (text) over voice calls for emergency status updates to the Superintendent.
- **Safety Actions:**
 - **Equipment Protection:** Unplug computers and sensitive testing equipment to prevent damage from power surges when electricity is restored.
 - **Lighting:** Use flashlights only. Do not use candles due to fire risk.
 - **Food Safety:** Keep refrigerator and freezer doors closed. For outages exceeding 4 hours, perishable food should be discarded.



- **Testing Impacts:** If a blackout occurs during a high-stakes testing session, proctors must note the exact time of the outage. Students should remain in their seats until the Assessment Lead determines if the site is safe to remain in or if an evacuation to a daylight-lit area is required.

4. Resource Links

- **Earthquake Preparedness:** [ShakeOut.org](https://www.shakeout.org)
- **Flood/Power Safety:** [Ready.gov](https://www.ready.gov)

Intruders/Solicitors/Weapons/Assault/Hostage

1. Compliance & Training Standards

- **SB 553 Compliance:** In accordance with California Labor Code § 6401.9, this document serves as part of the school's Workplace Violence Prevention Plan (WVPP).
- **Mandatory Training:** All staff must complete active shooter response training (SafeSchools) and participate in quarterly drills. Records of training and drill evaluations will be maintained for a minimum of five years.
- **Reporting Mandate:** Staff must report any "perceived threat" immediately to law enforcement. Under California law, a credible threat of violence can be grounds for a Workplace Violence Restraining Order (WVRO).

2. Active Shooter Response (Run, Hide, Fight)

A. EVACUATE (Run)

If there is an accessible escape path, attempt to evacuate the premises.



- **Visibility:** Keep hands visible and empty at all times to show law enforcement you are not a threat.
- **Exits:** Do not use elevators. If at a vendor/public site, identify at least two emergency exits upon arrival.
- **Communication:** Call 911 only when safe to do so. Provide: Suspect description, weapon type (handgun, rifle, etc.), and last known direction of travel.

B. LOCKDOWN/HIDE (Hide)

If evacuation is not possible, secure your immediate area.

- **Barricade:** Lock the door and blockade it with the heaviest furniture available.
- **Environment:** Turn off lights, silence cell phones (vibrate off), and close all blinds. The objective is to make the room appear unoccupied.
- **Tactical Positioning:** Stay low to the floor, away from the door's line of sight, and behind solid objects (filing cabinets, desks).
- **Silence:** Do not open the door for anyone. Law enforcement will have keys or will announce themselves with specific commands.

C. SELF-DEFENSE (Fight)

As a last resort, and only when your life is in imminent danger.

- **Aggression:** Act as aggressively as possible.
- **Tools:** Use improvised weapons (fire extinguishers, chairs, heavy books).
- **Teamwork:** If with other staff, coordinate an ambush position near the door entry.

3. Threat Levels & Definitions

| Level | Situation | Action |
|-------|-----------|--------|
|-------|-----------|--------|



| | | |
|----------------------|---|---|
| Secure Campus | Threat is in the vicinity (e.g., police activity nearby). | Lock all exterior doors. Move students indoors. Business continues as usual inside. |
| Lockdown | Immediate threat on-site or inside the building. | "Run, Hide, Fight" protocol. Lights off, barricade doors, total silence. |
| Hostage | Staff/Student held against their will. | Do not move toward the perpetrator. Follow all instructions. Keep the line to 911 open if possible. |

4. Operational Responsibilities

- **School Director/HR:** Maintain the Workplace Violence Incident Log (required by OSHA).
- **On-Site Designee:** The senior staff member present serves as the Incident Commander until law enforcement arrives. They are responsible for the "Go-Bag" (First Aid kit and Student Roster).
- **Mobile Staff (TORs):** When at vendor sites (e.g., parks, libraries), the TOR is authorized to immediately terminate the meeting and evacuate at their own discretion if a threat is perceived.

5. Post-Incident Requirements

- **Accountability:** Conduct a full roll call at the evacuation assembly area. Notify the Superintendent immediately.
- **Trauma Support:** The school will provide mental health resources and "Psychological First Aid" for staff and students involved in the incident.



- **Investigation:** No staff member should speak to the media. All inquiries must be directed to the Superintendent or designated Public Information Officer (PIO).

School Director and Human Resources

1. Maintain current staff emergency contact information in HR/Payroll System
2. Develop site emergency plans and protocol as well as communicate plans to staff
3. If facilities owned by Excel Academy, clearly post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside
4. Provide a first aid kit including flashlights and a window breaker
5. Provide safety training as needed

Designee

1. The most senior staff member present at the time of the emergency
2. Uphold the evacuation and Plan
3. Bring first aid kit

All Additional Office Staff

1. Maintain a current personal emergency contact with Excel Academy in Paycom
2. Responsible for following the emergency and Plan during an incident

If at a testing site, public meeting place, or vendor location:

Executive Director or director's designee

1. Maintain a current list of all employees in attendance
2. Responsible for supporting the venue's direction and coordination of emergency response effort during an incident
3. Obtain Site Emergency Plans, if possible
4. Obtain Site Emergency Evacuation Map, if possible
5. Establish an evacuation area and exits and clearly mark these on the site map
6. Ensure first aid kits are available
7. **In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications.**



Testing Site Lockdown

~~The decision to call for a Lockdown will be made by the designee responsible for the site or the TOR.~~

~~The assigned designee shall:~~

- ~~1. Notify all other staff of the need for a campus lockdown, as soon as the decision has been made~~
- ~~2. As soon as possible after an emergency:
 - ~~a. Inform the staff of the reasons for the lockdown~~
 - ~~b. Contact Superintendent or designee~~
 - ~~c. Parents and other community members who ask for the reason for the lockdown, either in person or by phone, will be given the reason as specifically as possible under the circumstances.~~
 - ~~d. Not provide the names of any students or parents involved (i.e.. custody conflicts) to maintain confidentiality~~
 - ~~e. Use discretion in determining how much information will be given to the students, based on their ages and maturity~~
 - ~~f. Instruct proctors to provide information to the students in a calm and reassuring manner~~~~

Lockdown Procedures

~~The assigned designee will:~~

- ~~1. Notify the Sheriff's Department~~
- ~~2. Notify the Superintendent or designee of the Lockdown as soon as possible~~
- ~~3. Assign an employee to monitor the main entrance(s) to allow legitimate visitors to enter~~
- ~~4. Notify the proctors in the fastest possible manner that a Lockdown has been called~~
- ~~5. Notify parents of the lockdown status~~
- ~~6. Will set up a 10 minute break release schedule (situation allowing), if the Lockdown continues during teachers break or lunch period~~
- ~~7. Delay dismissal until it is safe for students to exit~~
- ~~8. Will inform all staff that the Lockdown has ended, once it has been determined that the dangerous situation no longer exists~~

~~Proctors will:~~

- ~~1. Keep all students indoors under their supervision for the duration of the Lockdown~~
- ~~2. Lock classroom doors, if directed by the Excel Academy assigned Lead, designee, or senior employee~~



3. Contact the Excel Academy assigned Lead, designee, or senior employee to determine if the situation allows for students to leave the room to go to the bathroom
4. Escort any student who goes to the bathroom
5. Will not dismiss students at dismissal time until receiving direction to do so by the Excel Academy assigned Lead, designee, or senior employee
6. Escort their students to the site parent pick up location
Excel Academy employee will: Notify the Superintendent or designee

Emergency Protocol: Testing Site Lockdown & Secure Campus

1. Authority to Call a Lockdown

The decision to initiate a Lockdown or Secure Campus status may be made by the **Assessment Lead (AL)**, the **Site Designee**, or any **Teacher of Record (TOR)** who perceives an immediate threat to student safety.

2. Distinction of Protocols (Crucial for Compliance)

| Status | Threat Level | Entry/Exit Policy |
|----------------------|--|---|
| Lockdown | Immediate threat ON-SITE TOTAL STOP . All doors locked. No (Armed intruder, violent visitors allowed. Lights off. Silence. assault). | |
| Secure Campus | Threat NEARBY (Police activity in neighborhood, loitering). | Exterior doors locked. Entry/Exit monitored and restricted to authorized personnel. Business as usual inside. |



3. Designee Responsibilities (Incident Commander)

Immediate Actions

- **Notification:** Notify the venue/site management and all proctors immediately via the fastest available method (e.g., text group, verbal, or PA system).
- **Law Enforcement:** Call 911 (or local Sheriff) and provide the site address and nature of the threat.
- **Chain of Command:** Contact the Superintendent or designee as soon as the immediate site is secured.

Operational Management

- **Access Control:** * *In Secure Campus:* Station an employee at the main entrance to vet all entrants.
 - *In Lockdown:* Do not station anyone at the entrance; all staff must seek cover.
- **Parent Communication:** Notify parents via the school's emergency alert system. State the status (Lockdown vs. Secure) and instruct them **not** to come to the site until the "All Clear" is given to avoid interfering with emergency responders.
- **Dismissal:** Delay all student dismissals until law enforcement or the Superintendent authorizes the "All Clear."

4. Proctor & Staff Responsibilities

Supervision

- **Control:** Keep all students indoors and maintain a calm, quiet environment.
- **Room Security:** Lock classroom doors immediately. Do not open for anyone until the "All Clear" is announced by the Designee or Law Enforcement.
- **Bathroom Policy:** * *In Secure Campus:* Students may use the restroom if escorted by a staff member.
 - *In Lockdown:* No one leaves the room. Use a "emergency bucket" system if the lockdown becomes prolonged.

Communication & Privacy

- **Confidentiality:** Do not share the names of students involved in the trigger event (e.g., in a custody dispute) with other parents or the public.



- **Information Sharing:** Use age-appropriate language to explain the delay to students. Focus on the fact that "we are staying inside to stay safe while the adults outside do their jobs."

5. Post-Incident Requirements

- **Reunification:** Students must only be released to authorized guardians with valid ID at the designated pick-up location.
- **Incident Report:** The Designee must complete a Workplace Violence Incident Log and an Internal Incident Report within 24 hours.
- **Staff Debrief:** A mandatory 10-minute break/rotation should be established once the site is secured and additional staff (or law enforcement) can provide relief.

6. Explosion

~~In the event an explosion occurs in a location where an Excel Academy employee is present or may be meeting with parents and/or students, the following actions will be taken in the event of an explosion:~~

~~During an Explosion:~~

1. ~~Get under a sturdy table or desk if things are falling around you. When they stop falling, leave quickly, watching for obviously weakened floors and stairways.~~
2. ~~Do not use elevators.~~
3. ~~Stay low if there is smoke. Do not stop to retrieve personal possessions or make phone calls.~~
4. ~~Check for fire and other hazards.~~
5. ~~If you are able to move and evacuate the area to a safe location, relocate students and parents who can be safely moved.~~
6. ~~Once you are out, do not stand in front of windows, glass doors or other potentially hazardous areas.~~
7. ~~If you are trapped in debris, use a flashlight, whistle or tap on pipes to signal your location to rescuers.~~
8. ~~Shout only as a last resort to avoid inhaling dangerous dust.~~
9. ~~Cover your nose and mouth with anything you have on hand.~~
10. ~~Once you reach a safe area, contact 911 to report the emergency.~~
11. ~~Contact a school administrator to inform them of the situation.~~



After an Explosion:

1. There may be significant numbers of casualties or damage to buildings and infrastructure.
2. Heavy law enforcement involvement at local, state and federal levels.
3. Health and mental health resources in the affected communities can be strained to their limits, maybe even overwhelmed.
4. Extensive media coverage, strong public fear and international implications and consequences.
5. Workplaces and schools may be closed, and there may be restrictions on domestic and international travel.
6. You and your family or household may have to evacuate an area, avoiding roads blocked for your safety.
7. Clean up may take many months.

TOR's Responsibilities:

1. Investigate and sound the fire alarm if appropriate.
2. Call 911 and report the situation.
3. Notify the school Superintendent, designee or other appropriate school official.
4. Students and staff must not return until the fire department officials declare the area safe.
5. The "Drop & Cover" command will be given immediately in the event of an explosion. If the explosion occurs within the building or threatens the building, the teachers will evacuate students from the building.

This information is primarily drawn from Ready.gov. For more information on preparing for a power outage, please visit: <https://www.ready.gov/explosions>

Gas/Fumes

1. If you smell gas or unfamiliar chemicals/fumes, evacuate the location immediately.
2. Take students, parents, and other employees with you. If you are the most senior employee, take roll of everyone present.
3. Call 911 and report the emergency.
4. Notify the Superintendent, designee or other appropriate school official.

Emergency Protocol: Explosion & Hazardous Fumes/Gas



1. Explosion: Immediate Survival Actions

In the event of an explosion, staff must prioritize immediate life safety for themselves and their students.

During the Event (Immediate Response)

- **Drop, Cover, and Hold On:** If things are falling, get under a sturdy table or desk. Protect your head and neck.
- **Evacuation:** Once the initial shock/falling debris stops, evacuate immediately. **Do not use elevators.**
- **Hazards:** Watch for weakened floors, stairways, and shattered glass. If there is smoke, stay low to the floor.
- **Personal Property:** Do not stop to retrieve personal items or bags.
- **Post-Evacuation Positioning:** Once outside, move at least **300 to 500 feet** away from the building. Do not stand near windows, glass doors, or under power lines.

If Trapped in Debris

- Avoid unnecessary movement to minimize kicking up dust.
- Cover your nose and mouth with clothing or a handkerchief.
- Signal rescuers: Use a whistle, tap on a pipe or wall, or use a flashlight.
- **Shout only as a last resort** to prevent inhaling toxic dust or smoke.

2. Gas Leaks / Chemical Fumes

- **Immediate Evacuation:** If you smell gas (rotten eggs) or see a "shimmering" in the air, evacuate everyone immediately.
- **Ignition Sources:** **Do not** turn light switches on or off, use a cell phone inside the building, or pull a manual fire alarm pull station if a gas leak is suspected (these can create a spark). Use a phone only once safely outside.
- **Ventilation:** Do not stop to open windows. Leave the building as-is and exit.

3. Leadership & TOR Responsibilities

The **Teacher of Record (TOR)** or senior employee on-site assumes the role of Incident Commander until emergency services arrive.



Tactical Requirements

1. **Call 911:** Once safely outside, report the specific location and whether anyone is known to be trapped.
2. **Notification:** Notify the Superintendent, or Site Designee immediately after calling 911.
3. **Accounting (The Roster):** This is a critical legal requirement.
 - Take a physical or digital roll-call of all students, parents, and staff present.
 - Identify missing persons to first responders immediately.
4. **Reunification:** Establish a "Parent Check-In" point away from the emergency vehicle access route. Do not release students to anyone not on the emergency contact list.
5. **Site Security:** Ensure no student or staff member re-enters the building for any reason (even for car keys or medication) until the Fire Department issues an "All Clear."

4. Post-Incident Realities

- **Mental Health:** An explosion is a high-trauma event. The school will coordinate the "Crisis Response Team" to provide counseling for students and staff.
- **Investigation:** The site will likely become a crime scene or a federal investigation site. Staff should be prepared to provide statements to law enforcement but should refer all media inquiries to the school's Public Information Officer (PIO).
- **Operational Continuity:** Expect a prolonged site closure. Remote testing or alternative site locations will be communicated by the Superintendent.

Main Office

The main Excel Academy office is located in a rented facility that does not have an emergency plan (Appendix P: Sites Utilized by Excel Academy Contact Information). Based on a site map, the school developed an emergency evacuation plan (Appendix E: Excel Academy Office Evacuation Map). The staff and any additional individuals in attendance will follow the protocol for emergency evacuations and safety as per the following guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection of emergency staff information, and maintenance of a first aid kits is outlined as follows:



~~Response to Public Relief Agencies Using Excel Academy Facilities~~

~~In the event that a Public Relief Agency, such as the Red Cross, requests to use Excel Academy's Main Office, an emergency Board meeting will be convened to articulate a response. In the event that the request is approved, all staff members at the Excel Academy Office shall:~~

- ~~1. Notify the office park owner and neighboring businesses.~~
- ~~2. Trust the Relief Agency members and external emergency responders who have been trained to deal with crises. Trust will help calm the situation and minimize chaos that may occur during a crisis.~~
- ~~3. Give the agency full access to the facility.~~
- ~~4. Provide assistance to the agency under the agency's guidance.~~

~~Learning Period Meetings~~

~~The purpose of the Learning Period Meeting (LPM) is for the credentialed teacher to meet with the student to provide educational support, document learning, and to complete other administrative tasks every twenty school days. These meetings occur in public locations, such as a library. Parents/Guardians are expected to be present during the LPM..~~

~~If, during an LPM, an incident arises that poses a safety threat to the student the parent/guardian would be responsible for deciding the appropriate course of action for their child. In the event the parent was not present or incapable, please follow the procedures detailed above.~~

~~In the event of perceived threat of danger or emergency students would be authorized to use smart phones to make emergency related communications.~~

Administrative & Off-Site Safety Protocols

1. Main Office Operations (Rented Facility)



Excel Academy operates out of a leased facility. While the school maintains its own internal evacuation map (Appendix F), the following compliance measures apply:

Emergency Infrastructure

- **Landlord Coordination:** The Site Designee shall maintain current contact information for the property manager. Any building-wide emergencies (water, fire, structural) must be reported to the property owner immediately after emergency services.
- **First Aid & Safety:** The Main Office shall maintain a visible, stocked First Aid Kit and a folder containing staff emergency contact information.
- **Evacuation Drills:** Staff shall participate in at least one annual walkthrough of the evacuation route to the designated assembly area.

2. Public Relief Agency Requests

In the event a Public Relief Agency (e.g., Red Cross) requests the use of the Main Office during a community disaster:

- **Approval Process:** A special Board meeting or Superintendent emergency authorization is required.
- **Lease Compliance:** The Site Designee must verify that such use does not violate the terms of the facility lease.
- **Operational Support:** If approved, staff shall provide the agency with access to common areas and utilities but shall secure all confidential student and personnel files in locked, fire-proof cabinets before granting access.
- **Logistics:** Notify neighboring businesses and the property owner of the agency's presence to ensure coordinated parking and site security.

3. Learning Period Meetings (LPM) - Off-Site Safety

LPMs occur in public spaces (libraries, parks, etc.). While these are non-school-owned sites, the safety of the student and teacher remains a priority.

Duty of Care & Responsibility

- **Parental Presence:** Parents/Guardians are required to be present for the duration of the LPM.



- **Emergency Authority:** In the event of an emergency or threat (e.g., active shooter, fire, medical emergency), the Teacher of Record (TOR) and the Parent shall cooperate on the safest course of action.
- **Decision Making:** If a disagreement occurs regarding evacuation or safety maneuvers, the TOR's primary responsibility is to follow established school safety training (e.g., Run-Hide-Fight) and advise the family accordingly.
- **Incapacitation:** If the parent is not present or is incapacitated, the TOR assumes temporary protective custody of the student and must follow the "Explosion/Emergency" evacuation protocols, staying with the student until they can be released to emergency responders or an authorized emergency contact.

4. Emergency Communications

- **Student Device Use:** During a perceived threat of danger or an actual emergency, students are authorized to use smartphones or other mobile devices to communicate with family members or emergency services.
- **Staff Coordination:** Staff should ensure that emergency communication does not interfere with immediate safety actions (e.g., keeping phones on silent during a "Hide" scenario).

Testing & Field Trip Safety Operations

1. Assessment Site Protocols (In-Person)

Excel Academy utilizes non-owned venues for standardized testing. The Assessment Lead (AL) is the designated safety officer for these sites.

Assessment Lead (AL) & Designee Requirements

- **Certifications:** Must maintain current Adult/Pediatric First Aid/CPR/AED certification.
- **Training:** Must complete SafeSchools modules for School Intruders, Active Shooter, and Epinephrine Auto-Injector administration.
- **Documentation:** AL must maintain the "Assessment Lead Manual" on-site, containing safety protocols and the student medical alert roster.



- **Incident Reporting:** Any medical or behavioral incident (including minor cuts or emotional upset) must be documented via the Incident Report (Appendix K).

Student Safety & Release

- **Verification:** All student releases require Photo ID verification against the emergency contact list in Paycom (Appendix A).
- **Medical Alerts:** Proctors must be briefed on student-specific allergies/medical alerts (from CAASPP Site Security forms) while maintaining student confidentiality.
- **Identification:** All staff must wear Excel Academy lanyards and/or branded shirts to be easily identifiable to students and venue security.

2. Field Trips & Community Engagement

Field trips are categorized into two types: **Parent-Supervised** (General) and **Drop-Off** (Specific).

Parent-Supervised Trips

- **Supervision:** Parents/Guardians retain primary physical custody and supervision of their students at all times.
- **Compliance:** Parents must follow venue-specific evacuation guidelines and school behavior expectations.

Drop-Off & Overnight Trips (Excel Academy Chaperoned)

- **Duty of Care:** For drop-off events, Excel Academy staff/chaperones assume *in loco parentis* (temporary legal responsibility).
- **Chaperone Requirements:**
 - Maintain an active group text for emergency coordination.
 - Carry "Group Folders" containing student lists, emergency contacts, and 504/IEP/Allergy alerts.
 - Verify student identity and parent contact info at the time of drop-off.
- **Communication:** The Community Engagement Coordinator must ensure all chaperones have the Coordinator's cell number programmed and emergency apps downloaded.

Medical & Emergency Response (All Trips)



- **First Aid:** A mobile First Aid Kit and a CPR/AED Responder Pack (with face shield) must be present at every field trip.
- **Incapacitation:** If a student is under school supervision during a declared emergency, they will only be released to designated persons. In an evacuation, staff will remain with students until a hand-off to emergency services or authorized guardians is completed.
- **Mandated Reporting:** Staff are reminded that their role as mandated reporters extends to all school-sanctioned field trips, regardless of location.

3. Site Preparedness (Non-Owned Venues)

Because venues are public/rented, the following must be performed prior to the event:

1. **Map Retrieval:** Assessment Lead/Community Coordinator shall attempt to obtain site-specific evacuation maps.
2. **Assembly Points:** Clearly designate a "Secondary Assembly Area" in case the venue's primary area is compromised.
3. **Supplies:** Maintain emergency "Go-Bags" containing water, non-perishable food, and latex-free gloves.

Testing Sites

~~In the event that the School(s) are performing assessments in person the following procedures will be followed. Furthermore, if testing is conducted virtually the following procedure is not necessary.~~

~~Excel Academy conducts testing at various sites. Because these venues are not owned by Excel Academy, the Assessment Lead will make an effort to obtain the site plans from the venue and bring awareness to the staff of all site-specific emergency plans. Developing clear roles of responsibility, providing emergency student information to staff, and maintaining first aid training and kits is outlined as follows:~~

Assessment Lead (AL) Responsibilities

1. ~~Adult and Pediatric First Aid/CPR/AED Certified~~
2. ~~Complete Safe Schools Training — School Intruders, Active Shooter, Safety Basics for Security Staff & Medication Administration: Epinephrine Auto-Injectors~~
3. ~~Responsible for overall direction and coordination of emergency response effort during an incident~~
4. ~~Obtain Site Emergency Plans~~



5. ~~Provided copy of Testing Site section of Plan~~
6. ~~Obtain Site Emergency Evacuation Map~~
7. ~~Designate an evacuation area and exits and clearly mark on site map~~
8. ~~Provide staff with ID/lanyards~~
9. ~~Maintain a current list of all proctors and students on site~~
10. ~~Provide site specific safety training for proctors, and ensure all staff is aware of site exits~~
11. ~~Complete Incident Report as needed for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.~~
12. ~~Establish designated evacuation area(s) and exits and clearly mark on site map~~

Assessment Site Designee

1. ~~Adult and Pediatric First Aid/CPR/AED Certified~~
2. ~~Complete Safe Schools Training - School Intruders, Active Shooter, Safety Basics for Security Staff & Medication Administration: Epinephrine Auto-Injectors~~
3. ~~Responsible for ensuring the site is safe~~
4. ~~Provided copy of Testing Site section of Plan~~
5. ~~Support Assessment Lead as needed~~
6. ~~Complete Incident Report as needed for any medical concerns: any serious medical concerns: illness, allergic reaction, severe emotional upset, etc.~~

Staff/Teacher of Record/Proctor Responsibilities

1. ~~Proctors wear ID/lanyard at all times at test site~~
2. ~~Proctors wear Excel Academy shirts~~
3. ~~Attend staff safety and compliance training~~
4. ~~Provided copy of Testing Site section of Plan~~
5. ~~Report safety concerns to the Assessment Lead, designee, and/or senior Excel Academy proctor immediately regarding any medical concerns: illness, allergic reaction, severe emotional upset, etc.~~

Student Information

1. ~~Copies of the CAASPP Site Security forms are kept on file at each testing location~~
2. ~~Sign in Sheets with Parent Signatures for Sign In and Pick Up (Photo ID Required for student release)~~
3. ~~CAASPP Site Security forms contain student specific allergy and medical alerts~~

Site Supplies



First Aid

1. ~~CPR/AED Responder Pack (contains one way valve face shield)~~
2. ~~First Aid Kit~~
3. ~~Gloves (latex free) Box~~

Emergency Preparedness

1. ~~Maintain emergency food and water~~

Student Information

1. ~~Assessment Lead Manual~~ Safety protocol and procedures listed, testing protocol, CAASPP test site security form
2. ~~Field trip permission slips~~

Parent/Guardian Responsibilities

Parents and legal guardians of students will be required to complete when applicable:

1. ~~Complete and return a CAASPP Site Security form~~
2. ~~Field trip permission slips~~

~~In case of a declared emergency, students will be released only to persons designated on the applicable form. Parents/guardians are responsible for ensuring that information on all forms is current at all times. (Appendix A: Emergency Contact information in Paycom, Appendix M: CAASPP Site Security form, Appendix B: Excel Academy Field Trip Permission Slip and Waiver)~~

Field Trips & Overnight/Drop-Off Field Trips

~~Excel Academy hosts field trips at various venues. Because these venues are public locations, the staff, students, and families in attendance will follow the protocol for emergency evacuations and safety as per the venue guidelines. Excel Academy field trips require parent participation and therefore all students must be in the care of a parent/guardian.~~

~~This policy also outlines school guidelines for field trips where students are dropped off by their parents.~~

Community Engagement Coordinator

1. ~~Train ToRs and ensure they follow all responsibilities as outlined in the field trip policy and in the bullets listed below.~~
2. ~~Maintain a current list of all chaperones and students on site~~



3. Identify the method of communication between Community Engagement Coordinator and chaperones in the event of unforeseen events (assign designee if not present)
4. Provide necessary safety trainings if applicable
5. SafeSchools Training - First Aid
6. Emergency Apps downloaded on phone/iPad
 - a. Red Cross First Aid
7. Collect all Field Trip Permission Slip and Waivers from students in attendance
8. Inform parents of the Community Engagement Coordinator and chaperone contact information for safety concerns that occur during the trip (assign designee if not present)
9. Support the venue's direction and coordination of emergency response effort during an incident
10. Contact the Superintendent or designee in the event of an emergency
11. Complete Incident Report as needed for escalated medical concerns: serious illness, allergic reaction, severe emotional upset, etc. (Appendix K - Incident Report)
12. Bring first aid kit to field trip when present
13. Communicate expectations, procedures, and what to bring for parents
14. Communicate expectations, procedures, and what to bring for chaperones
15. Designate roles and responsibilities amongst the chaperones
16. Provide chaperones:
 - a. Lists of students in attendance
 - b. Signs for chaperones
 - c. Evacuation procedures for the site
17. First aid kits should be available on each field trip
18. Investigate and communicate site evacuation procedures
19. Follow up with chaperones after the field trip

Community Engagement Coordinator will be expected to:

1. Clearly communicate expectations to parents, students, and chaperones in advance.
2. Provide and collect all necessary information.
3. Be available the day of the trip to answer questions and troubleshoot. Have all duties covered, so that they are available when needed.



~~Teacher of Record Chaperone Responsibilities:~~

- ~~1. Be on time and prepared to monitor participants~~
~~Report safety concerns to Community Engagement Coordinator and designee immediately~~
- ~~2. Support Community Engagement Coordinator as needed~~
- ~~3. Support the venue's direction and coordination of emergency response effort during an incident~~
- ~~4. Inform Community Engagement Coordinator of any escalated medical concerns: serious illness, allergic reaction, severe emotional upset, etc. Ensure that the student is provided with the appropriate care and/or medical attention if necessary.~~

~~Parent/Guardian Responsibilities:~~

~~Prior to the field trip, an email will be sent to each parent (chaperones will be cc'd on this email) outlining the expectations and procedures for the field trip, including details about the meeting location, where to park, what to bring (permission slip filled out ahead of time), and student behavior expectations.~~

~~Parents are required to notify the applicable Excel Academy staff member of the field trip ahead of time regarding a student's special needs as outlined in an IEP or 504 plan.~~

~~All students that would be under the direct care of Excel Academy staff under a state of emergency would remain under the supervision of school staff. Students would be released to the designated parent/guardian upon direction of the Superintendent or designee.~~

~~Parents and legal guardians of students will be required to complete when applicable:~~

- ~~1. Field trip permission slips and liability waiver forms~~

~~Parents will be expected to:~~

- ~~1. Arrive on time~~
- ~~2. Review all provided information and explain student behavior expectations to their student(s)~~
- ~~3. Follow details about the field trip outlined by the Community Engagement Coordinator~~
- ~~4. Remain in attendance to supervise their own students~~

~~Student will be expected to:~~

- ~~1. Follow guidelines set by the Community Engagement Coordinator~~



2. Stay with the assigned chaperone/group
3. Follow behavior expectations

Chaperone:

~~To be prepared and provided to the chaperones at the beginning of the trip:~~

1. List of students in their group, including:
 - a. Parent's name and number (cell)
 - b. Any IEP, allergy, behaviors
 - c. Back-up number
 - d. Name of student's TOR
 - e. Emergency contact ensure pick up person is included
 - f. Chaperone will collect any missing information from the parents at the time of drop off
2. A sign for helping parents locate the assigned group
 - a. Sign could include group name/color/letters of the alphabet, chaperone name, Excel Academy logo
3. Equipping the chaperone with any tools needed for meeting the students needs, and made aware if another chaperone or parent is coming along during the trip
4. The school and vendor's emergency evacuation procedures
5. Have Community Engagement Coordinator's cell phone programmed into their cell phone
6. All chaperones on a group text in case of an emergency or evacuation
7. Made aware of the check in and out procedures and their role in the process

Chaperone will be expected to:

1. Arrive on time (to be determined by the Community Engagement Coordinator)
2. Wear Excel Academy apparel
3. When a parent arrives, they will check the list and ensure all the student information and parent contact information is current
4. Answer cell phones & texts - a texting group or tool will be used

C. Suspension/Expulsion Policies and Procedures



Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Superintendent may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Superintendent or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Superintendent or designee shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.



Procedures:

B. Enumerated Offenses

1. Discretionary Suspension Offenses.

Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.



- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. **Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.**

3. Discretionary Expellable Offenses:

Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. **Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.**
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
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prohibit the use of a student's own prescription products by a student. **Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.**

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) **Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.**

Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a



parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. **The Board or Administrative Panel** conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. **The Board or Administrative Panel** conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. ~~Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when~~



~~testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed circuit television.~~

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

~~While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.~~

~~If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.~~

S. Procedure for Involuntary Withdrawal

A hearing shall be held within thirty (30) school days after the student has accrued three (3) missed identified assignments to determine whether it is in the best interest of the student to remain in independent study. The Charter School may involuntarily remove the student after the Charter School follows the requirements of the Master Agreement and independent study policy regarding the best interest meeting, and only after providing notice and an opportunity for a parent, guardian, or educational rights holder to participate in the hearing as set forth herein and in Education Code Section 47605(c)(5)(J)(iii).



Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the hearing.
- A statement of the specific facts, charges and violations upon which the proposed withdrawal is based.
- A copy of the Charter School's policies related to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
- An explanation of the ~~The~~ opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- An explanation of the ~~The~~ right to inspect and obtain copies of all documents to be used at the hearing.
- An explanation of the ~~The~~ opportunity to confront and question all witnesses who testify at the hearing.
- An explanation of the ~~The~~ opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

H. A Safe and Orderly Environment Conducive to Learning at the School

Promoting Safe Environments and Enhanced Personnel Screening

This section outlines specific procedures designed to promote a safe and supervised learning environment in both physical and virtual settings, and details the rigorous process for screening all personnel to protect students from egregious misconduct, neglect, or abuse. This section is effective immediately and is fully compliant with state law, including the requirements of SB 848.

1. Supervision and Safety in Non-Classroom Based Environments

The school must ensure that all learning and engagement environments, regardless of location, are structured to be easily supervised and promote the protection of children.



B. Procedures for Child Protection and Mandatory Reporting

- 1. Staff Training:** All school employees must receive annual training on recognizing and reporting signs of **child abuse, neglect, or sex offenses**, including scenarios specific to the virtual and independent study setting.
- 2. Mandatory Reporting:** All Adult Affiliates are **Mandated Reporters** and must report any reasonable suspicion of child abuse or neglect to the appropriate child protective agency immediately, followed by notification to the school administration (Superintendent/Superintendent).
- 3. Documentation:** All concerns, reports, and follow-up actions related to child protection are documented, kept confidential, and stored securely by the administration.

2. Enhanced Personnel Screening and Background Check (SB 848 Compliance)

The school is committed to preventing the hiring of any candidate, whether certificated, classified, or temporary, who has been credibly accused or substantiated for egregious misconduct in prior school employment.

A. Egregious Misconduct Defined

For the purpose of this policy, **Egregious Misconduct** includes, but is not limited to:

- Child abuse or neglect (as defined by state law).
- Sex offenses (as defined by state law).
- Controlled substance violations.

B. Candidate Disclosure Requirement

All prospective candidates for employment, including classified staff and temporary employees, must provide a complete and accurate list of every school district, county office of education, charter school, state special school, and private school at which the applicant has been previously employed.

C. Prior Employer Inquiry and Cooperation



1. **Duty to Inquire:** Before making a final offer of employment, the Charter School must inquire with all prior school employers listed by the candidate whether the employee was the subject of any **credible complaints of, substantiated investigations into, or discipline for, egregious misconduct.**
2. **Document Sharing:** The Charter School must request, and prior employers are obligated to cooperate and provide, a copy of all relevant information that was used to support a substantiated investigation into egregious misconduct, within their possession.
3. **Failure to Cooperate:** The school's hiring process will not conclude until a good-faith effort to obtain this information is completed. Failure of a candidate or prior employer to cooperate fully with this process will result in the rejection of the candidate's application.

D. Application Scope

This enhanced personnel screening process applies uniformly to **all prospective employees**, including certificated staff, classified staff, school contractors, and temporary or substitute employees, without exception.

Appendix C: Civility Policy

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment free environment for the students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct includes, but is not limited to:

- A. using an inappropriately loud voice;
- B. using profane, vulgar, or obscene words or gestures;
- C. belittling, jeering, or taunting;



- D. using personal epithets;
- E. using violent or aggressive gestures or body-language;
- F. repeatedly and inappropriately interrupting another speaker;
- G. repeatedly demanding personal attention at inappropriate times;
- H. purposefully and inappropriately invading personal space;
- I. purposefully ignoring appropriate communications;
- J. wrongfully interfering with another person's freedom of movement;
- K. wrongfully invading another person's private possessions; or;
- L. any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to school administration with a written summary of the uncivil behavior and how they responded.
4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

SB 19: Threats

Excel Academy Charter Schools is dedicated to maintaining an educational environment free from violence, harassment, and threats.

The Charter School strictly prohibits any person from making a credible threat of violence against another person or persons at any EACS location or school-sponsored activity.



A credible threat is defined as any communication, including, but not limited to, verbal statements, written messages, images, or digital postings (e.g., on social media or an internet webpage), that conveys an intent to commit a crime resulting in death or great bodily injury.

This prohibition applies when the communication is made with the specific intent that it be taken as a threat, even if there is no intent of actually carrying it out, provided that the threat:

1. Is so unequivocal, unconditional, immediate, and specific that it conveys a gravity of purpose.
2. Causes a person to be in reasonable and sustained fear for their own safety or the safety of others at these locations.

Violation of this policy will result in immediate and severe disciplinary action, up to and including expulsion, and may lead to notification and referral to appropriate law enforcement agencies for criminal investigation

Coversheet

Consent - Policy Development

| | |
|--------------------------|--|
| Section: | X. Consent |
| Item: | D. Consent - Policy Development |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | EACS - 3000 Fiscal Policy (1).pdf REDLINE EACS - 3000 Fiscal Policy (1).pdf |

BACKGROUND:

Changes to the 3000 - EA Fiscal Control Policy include:

- Addition of Reserve for Economic Uncertainties section to ensure the School's long-term fiscal stability



Fiscal Control Policy: Overview

Excel Academy

1 Technology Drive Suite I-811,
Irvine CA 92618
<https://www.excelacademy.education/>

Policy Revised: February 12, 2026

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OVERVIEW FISCAL POLICY

OVERVIEW

The Board of Directors of Excel Academy Charter Schools (“School”) has reviewed and adopted the following procedures to ensure the most effective use of the School’s funds to support its mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulates financial policies and procedures, delegates administration of the policies and procedures to the Chief Executive Officer (CEO) and/or Executive Director, and reviews operations and activities on a regular basis.
2. The CEO/Executive Director is responsible for all operations and activities related to financial management.
3. Financial duties and responsibilities shall be separated so that no one employee has sole control over cash receipts, disbursements, and bank account reconciliations.
4. The Board of Directors shall commission an annual financial audit by an independent third-party auditor who will report directly to it. The Board of Directors shall approve the final audit report, and a copy will be provided to the chartering authorities and other legally required entities. Any audit exceptions and/or deficiencies shall be resolved to the satisfaction of the Board of Directors and the chartering authorities.

Annual Financial Audit

1. By January 1, annually, the Board of Directors shall appoint an audit committee to select an auditor.
2. Every six years, the committee shall solicit and review bids and select an independent certified public accountant to perform an annual fiscal audit pursuant to the provisions in the School’s charter. The Board of Directors may request a waiver of this process.
3. The audit shall include, but not be limited to:
 - a. An audit of the accuracy of the financial statements
 - b. An audit of the attendance accounting and revenue accuracy practices
 - c. An audit of the internal control practices
4. The School will review any audit exceptions or deficiencies and determine the means for resolving them. Audit exceptions must be resolved to the satisfaction of the School Governing Board and in accordance with the procedures detailed in the Charter and Education Code Section 47605(b)(5)(1).
5. The School shall complete its audit within ninety (90) days of the close of the fiscal year. A copy of the audit report shall be submitted to the District within thirty (30) days of completion later than December 15 of the fiscal year following the fiscal year for which the audit was performed, a copy of the School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

OVERVIEW FISCAL POLICY**Fund Balance**

The School shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts not expected to be converted to cash, such as resources not in a spendable form (e.g., inventories and prepaid) or legally or contractually required to be maintained intact.
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
3. Committed fund balance includes amounts constrained to specific purposes by the Board. For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30). However, the actual amounts may be determined subsequent to that date but before the issuance of the financial statements.
4. Assigned fund balance includes amounts intended for a specific purpose but do not meet the criteria to be classified as restricted or committed. The Board delegates authority to assign funds to the assigned policy fund balance to the Executive Director. It authorizes the assignment of such funds to be made any time before issuing the financial statements. The Executive Director may further delegate the authority to assign funds.
5. Unassigned fund balance includes amounts that are available for any purpose. When multiple types of funds are available for expenditure, the School shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance. The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the School against unforeseen circumstances. If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance, which may include dedicating new unrestricted revenues, reducing costs, and/or increasing revenues or pursuing other funding sources.

Reserve Balance

The School budget shall include a minimum reserve balance for economic uncertainties consistent with the percentage or amount specified in 5 CCR 15450.

OVERVIEW FISCAL POLICY

In addition to meeting the minimum reserve requirements established under 5 CCR Section 15450, the School shall maintain a **Reserve for Economic Uncertainties equal to no less than fifteen percent (15%) of total annual expenditures**. This reserve is intended to ensure the School's long-term fiscal stability and to allow the School to effectively weather unforeseen fiscal, economic, or funding conditions at the state and federal levels.

Once the School's Reserve for Economic Uncertainties exceeds fifteen percent (15%) of total annual expenditures, the Executive Management Team shall determine the appropriate designation of reserve amounts in excess of 15%. Such designations may include, but are not limited to, the following categories:

1. Economic Uncertainty
2. Future Longevity Salary Commitments
3. Future Special Education Costs
4. Future Facilities Costs
5. Future Legal Costs
6. Enrollment Uncertainty
7. Future Technology Costs

Reserve designations shall be reviewed and discussed during an annual management planning meeting, typically held in August. Management's recommended reserve designations for each school shall be reported to the Board of Directors annually.



Fiscal Control Policy: Overview

Excel Academy

1 Technology Drive Suite I-811,
Irvine CA 92618
<https://www.excelacademy.education/>

Policy Revised: *February 12, 2026*

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2. Future Longevity Salary Commitments
3. Future Special Education Costs
4. Future Facilities Costs
5. Future Legal Costs
6. Enrollment Uncertainty
7. Future Technology Costs

Reserve designations shall be reviewed and discussed during an annual management planning meeting, typically held in August. Management's recommended reserve designations for each school shall be reported to the Board of Directors annually.

Coversheet

Approval of Authorization to Establish JPMorgan Chase Sweep Account

Section: XI. Business Services
Item: A. Approval of Authorization to Establish JPMorgan Chase Sweep Account
Purpose: Vote
Submitted by:

BACKGROUND:

Excel Academy currently maintains a significant cash balance in its operating checking account that earns no interest. As part of an ongoing effort to responsibly steward public funds and optimize interest earnings while maintaining liquidity and safety, staff explored a sweep account option with JPMorgan Chase.

Under this arrangement, funds in excess of a board-approved minimum balance ("peg") of \$1,500,000 in the checking account at all times would be swept daily into a government-backed money market fund and automatically returned to the checking account as needed for operations.

Proposed Sweep Structure

- **Selected Fund:** JPMorgan (Morgan Share Class) U.S. Treasury Plus Money Market Fund
 - **Ticker:** MJTXX
 - **Fund Type:** Stable NAV money market fund (target \$1.00 NAV)
 - **Investments:** U.S. Treasury bills, notes, and obligations issued or guaranteed by the U.S. Treasury, including Treasury-collateralized repurchase agreements

Fees: Monthly maintenance fee: \$100

RECOMMENDATION:

It is recommended the Board approve the establishment of an End-of-Day (EOD) sweep account with **JPMorgan Chase & Co.** to automatically invest excess cash balances from the operating checking account into a U.S. Treasury-backed money market fund, subject to a minimum operating balance.

Fiscal Impact:

Based on current cash balances and prevailing short-term interest rates, staff estimates **\$40,000 to \$80,000 in additional annual interest revenue**, net of fees. This revenue would support ongoing operations without increasing risk or reducing liquidity.

Coversheet

Approval of the Imagine Edgenuity Licenses

Section: XI. Business Services
Item: B. Approval of the Imagine Edgenuity Licenses
Purpose: Vote
Submitted by:
Related Material: Imagine Edgenuity Invoice.pdf

BACKGROUND:

Imagine Edgenuity is one of Secondary's dependable, online learning platforms. They provide some of the harder to cover classes including the range of AP courses and a wide variety of world language courses. The courses have proven to be both rigorous and in-depth in their knowledge base. They now include on-demand tutoring to support students throughout the entire course.

The school's agreement with Imagine Edgenuity is usage-based, meaning licenses are not purchased in advance. Each course license costs \$325 per student. This invoice covers 103 Independent Study student enrollments from August 20–August 28.



100 S. Mill Ave.
Suite 1700
Tempe, AZ 85281
877-725-4257 x1037

Date 9/29/2025
Invoice No. 1098144
PO No. IS092925-16
Terms Net 30
Due Date 10/29/2025

Bill To

Attn: Accounts Payable
Excel Academy Charter Schools
1 Technology Dr., Bldg I-811
Irvine CA 92618

Ship To

Attn: Accounts Payable
Excel Academy Charter Schools
1 Technology Dr., Bldg I-811
Irvine CA 92618

| Description | Quantity | Amount | Tax Rate |
|---|----------|-------------|----------|
| IS Teaching per Semester Course (18 wks) (14 day drop/add grace period) - Usage (08/20/25-08/28/25) | 103 | \$33,475.00 | 0% |

| | |
|-------------------|-------------|
| Subtotal | \$33,475.00 |
| Total | \$33,475.00 |
| Amount Due | \$33,475.00 |

Edgenuity Inc., Imagine Learning, Inc., LearnZillion and Winsor Learning are now united under the new name Imagine Learning LLC.
Please email AR@imaginelearning.com if you need a W9 for the new TIN 45-1565841.

PLEASE NOTE THAT OUR PAYMENT REMIT HAS CHANGED
IMAGINE LEARNING LLC
LOCKBOX 880670
PO BOX 29650
PHOENIX, AZ 85038-9650

Wire and ACH Instructions:

| | |
|--------------------|---|
| Account Name | Imagine Learning LLC |
| Account Number | 951761233 |
| Routing/ABA Number | 122100024 |
| SWIFT # | CHASUS33 |
| Bank Name | JPMorgan Chase Bank New York, NY 10017 |

Coversheet

Approval of the Excel Academy 2026-2027 Board Meeting Calendar

Section: XII. Organizational Structure - Annual Meeting of the Board
Item: A. Approval of the Excel Academy 2026-2027 Board Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: 2026-27 Excel Academy Charter Schools Board Meeting Calendar.pdf



2026-27 Board Meeting Calendar and Schedule

| Meeting Date |
|---|
| August 13, 2026 Agenda Regular Board Meeting |
| September 10, 2026 Agenda Regular Board Meeting |
| October 8, 2026 Agenda Regular Board Meeting |
| November 12, 2026 Regular Board Meeting |
| December 10, 2026 Regular Board Meeting |
| January 14, 2027 Regular Board Meeting |
| February 11, 2027 Regular Board Meeting |
| March 11, 2027 Regular Board Meeting |
| April 8, 2027 Regular Board Meeting |
| May 13, 2027 Regular Board Meeting |
| June 10, 2027 Regular Board Meeting |
| June 17, 2027 Regular Board Meeting (Virtual) |

Board Approved: Pending