Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on August 7, 2026 at 7:07 PM PDT

Date and Time

Thursday August 13, 2026 at 11:15 AM PDT

Location

Excel Academy Charter Schoo
l
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: 960 4401 9042
One tap mobile: +12532050468,,96044019042# US
URL: https://zoom.us/j/96044019042

MISSION STATEMENT

At Excel Academy, we invest in each student by providing a personalized and engaging learning experience centered on a collaborative partnership between school and home that creates unmatched opportunities for excellence and future success.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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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

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**11:15 AM**
A.	Call the Meeting to Order		William Hall	1 m
B.	Record Attendance		William Hall	1 m

Roll Call:
William Hall, President
Michael Humphrey, Vice President
Steve Fraire, Clerk
Susan Houle, Member
Larry Alvarado, Member

II.	**Pledge of Allegiance**			**11:17 AM**
A.	Led by Board President or designee	Discuss	William Hall	1 m
III.	**Approve/Adopt Agenda**			**11:18 AM**
A.	Agenda	Vote	William Hall	1 m

It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of August 13, 2026.

Roll Call Vote:
William Hall

		Purpose	Presenter	Time

Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

IV. Approve Minutes 11:19 AM

		Purpose	Presenter	Time
A.	Minutes of the Regular Board Meeting held on June 11, 2026	Approve Minutes	William Hall	1 m

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

		Purpose	Presenter	Time
B.	Minutes of the Regular Board Meeting held on June 18, 2026	Approve Minutes	William Hall	1 m

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

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

		Purpose	Presenter	Time

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 — 11:21 AM

A.	The Board will consider and may act on any of the Closed Session matters.	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 _____

VII. Closed Session — 11:22 AM

A.	Closed Session Agenda	Discuss	William Hall	7 m

1. CONFERENCE WITH LEGAL COUNSEL - LITIGATION
Case No. 30-2024-01430946

VIII. Reconvene Regular Meeting — 11:29 AM

A.	Report out any action taken in closed session.	Discuss	William Hall	2 m

IX. Oral Presentations — 11:31 AM

A.	Annual Board of Directors' Self-Evaluation	Discuss	William Hall	10 m
B.	Annual Superintendent/CEO Goals	Discuss	Heidi Gasca	10 m

X. Consent — 11:51 AM

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.

A. Consent - Business/Financial Services

		Purpose	Presenter	Time

1. Check Register - June 2026
2. Check Register - July 2026
3. Cash Payments - June 2026
4. Cash Payments - July 2026
5. Approval of Chromebook Donations
6. Approval of School Pathways Subscription for Excel Academy Charter - OC
7. Ratification of Macbook Air Laptops for Staff

B. Consent - Education Student/Services

1. Approval of the 2026-2027 Special Education Parent Handbook
2. Approval of the 2026-2027 Special Education Contracted Vendors List
3. Approval of the 2026-2027 Nonpublic, Nonsectarian School/Agency Services Master Contract and Individual Service Agreement
4. Approval of the 2026-2027 English Learner Master Plan
5. Ratification of 4Imprint Invoice

C. Consent - Personnel Services — Discuss — William Hall

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of EACS Travel Manual Revisions
4. Approval of 2026 Revised IRS Mileage Reimbursement Rate

D. Consent - Policy Development — Vote — William Hall — 1 m

Approval of existing board policies revised by staff for the 2026-2027 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/Non-Instructional

3011 - EA Accounts Payable and Record Keeping Fiscal Policy

5000 Series - Student Services

5050 - EA Academic Integrity & Artificial Intelligence Use Policy

6000 Series - Instruction

6210 - EA Graduation Policy

	Purpose	Presenter	Time

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 _____

XI. Business Services — 11:52 AM

A. Approval of Harbottle Law Group Retainer Agreement — Vote — Heidi Gasca — 5 m

It is recommended the Board approve the Harbottle Law Group Retainer Agreement, as presented for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Harbottle Law Group (HLG) is a California law firm that exclusively represents public schools, including charter schools, with a focus on special education. HLG provides responsive legal counsel and offers extensive litigation experience in due process hearings, appeals, and general counsel services for public schools.

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XII. Charter Affairs — 11:57 AM

A. Approval of Excel Academy Charter School - Irvine Appeal Petition — Vote — Heidi Gasca — 5 m

It is recommended the Board approve the Excel Academy Charter School - Irvine Appeal Petition, effective July 1, 2026, through June 30, 2031, as presented.

	Purpose	Presenter	Time

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 September 10, 2026.

XIV. Board Comments

XV. CEO Comments

XVI. Closing Items **12:02 PM**

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

Minutes of the Regular Board Meeting held on June 11, 2026

Section:	IV. Approve Minutes
Item:	A. Minutes of the Regular Board Meeting held on June 11, 2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on June 11, 2026

APPROVED

Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time
Thursday June 11, 2026 at 10:00 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: 947 5761 0508
One tap mobile: +13462487799,,94757610508# US
URL: https://zoom.us/j/94757610508

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Directors Present

M. Humphrey (remote), S. Fraire, S. Houle, W. Hall

Directors Absent

L. Alvarado

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 Jun 11, 2026 at 10:07 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Agenda

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

Roll Call

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

III. Approve Minutes

A.

Minutes of the Regular Board Meeting held on May 14, 2026

S. Houle made a motion to approve the minutes from Regular Meeting of the Board of Directors on 05-14-26.
M. Humphrey seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Consent

A. Consent - Business/Financial Services

B. Consent - Education Student/Services

C. Consent - Personnel Services

D. Consent Items - Policy Development

S. Houle made a motion to Bill Hall.
M. Humphrey seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Business/Financial Services

A. Approval of the California Charter School Association (CCSA) Membership for 2026-2027 (Renewal)

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

Roll Call

S. Fraire	Aye
M. Humphrey	Aye
W. Hall	Aye
L. Alvarado	Absent

Roll Call

S. Houle	Aye

B. Approval of the School Pathways LLC Agreement for 2026-27 (Renewal)

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

Roll Call

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

C. Approval of the Stampli Contract (Renewal)

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

Roll Call

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

D. Approval of 2026-27 Consolidated Application and Reporting System (CARS)

S. Houle made a motion to Bill Hall.
M. Humphrey seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. Approval of the Proposition 28 Arts & Music in Schools (AMS) Funding Annual Report - Fiscal Year 2025-2026

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

Roll Call

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

VI. Education Services

A. Approval of Imagine Learning Licenses True-Up

S. Houle made a motion to Bill Hall.
M. Humphrey seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VII. Personnel Services

A. Approval of MarshMcLennan Agency Insurance Proposal

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

Roll Call

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

B. Approval of MarshMcLennan Agency Health & Welfare Benefits

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

Roll Call

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

C. Approval of STRS Certification

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

Roll Call

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

D. Approval of Annual Superintendent/CEO Evaluation Timeline and Plan

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

Roll Call

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

E. Approval of Superintendent of Schools' Employment Agreement and Salary Placement

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

Roll Call

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

VIII. Policy Development

A. Approval of New Board Policies

S. Houle made a motion to Bill Hall.
M. Humphrey seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
S. Houle	Aye
S. Fraire	Aye
L. Alvarado	Absent
W. Hall	Aye
M. Humphrey	Aye

IX. Public Hearing

A. Local Indicators and Local Control & Accountability Plan (LCAP) 2026-27

The hearing opened at 10:38 AM.
The hearing closed at 10:53 AM.

B. Proposed Budget 2026-2027

The hearing opened at 10:53 AM.
The hearing closed at 11:06 AM.

X. Comments

A. Board Comments

The board members expressed deep satisfaction and gratitude with the school's operations, highlighting Excel's strong dynamics and long waiting list as evidence of its success. They commended Heidi for her outstanding leadership, positive attitude, and ability to keep staff motivated while maintaining a personal, student- and parent-centered approach. Individual praise was also extended to Meg and Jenny for their comprehensive and engaging presentations, Lauren for keeping operations steady, and Joe for his invaluable contributions as he transitions out, with the board warmly recognizing his lasting impact and welcoming his successor.

B. CEO Comments

Heidi expressed her sincere gratitude to the board for their continued trust as another school year concludes, taking time to honor Joe for his foundational legacy and invaluable contributions to the organization. She highlighted key staff achievements, including Megan being named Leader of the Year by her peers for her exceptional work in HR and strategic planning, alongside praising Jenny, Lara, and Lauren for their diligence across their respective departments. Looking ahead, Heidi shared excitement about an upcoming July 8th presentation before the Orange County Board regarding a petition to serve local students, concluding with a humble note of pride in representing such a dedicated team.

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 11:12 AM.

Respectfully Submitted,
W. Hall

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

Coversheet

Minutes of the Regular Board Meeting held on June 18, 2026

Section:	IV. Approve Minutes
Item:	B. Minutes of the Regular Board Meeting held on June 18, 2026
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on June 18, 2026

APPROVED

Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time
Thursday June 18, 2026 at 8:30 AM

Location

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

1185 Calle Dulce, Chula Vista, CA 91910
1545 Apache Drive, Chula Vista, CA 91910
16222 Quail Rock Road, Ramona, CA 92065
39251 Camino Las Hoyas, Indio, CA 92203

Zoom Meeting Information:
Meeting ID: 940 0447 3712
Dial in: +16699009128,,94004473712# US
URL: https://zoom.us/j/94004473712

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.

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Directors Present

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

Directors Absent

None

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 Jun 18, 2026 at 8:30 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Agenda

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

III. Consent

A. Consent - Personnel Services

M. Humphrey made a motion to Bill Hall.
S. Houle seconded the motion.

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

IV. Board Governance

A. Approval of 2026-2027 Board Evaluator Stipend

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

V. Education/Student Services

A. Adoption of 2026-2027 Local Control and Accountability Plans (LCAP)

M. Humphrey made a motion to Bill Hall.
L. Alvarado seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approval of 2026-2027 Local Performance Indicator Self-Reflection Reports for Excel Academy Charter Schools

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

VI. Business/Financial Services

A. Adoption of the 2026-27 Budget for Excel Academy Charter Schools

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

VII. 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 8:36 AM.

Respectfully Submitted,
W. Hall

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

Coversheet

Annual Board of Directors' Self-Evaluation

Section: IX. Oral Presentations
Item: A. Annual Board of Directors' Self-Evaluation
Purpose: Discuss
Submitted by:
Related Material: Board Self-Evaluation Results (25_26) (1).pdf


EXCEL ACADEMY
A TK-12 Public Charter School
BOARD
SELF-EVALUATION
August 10, 2026

1. A Solid Foundation

100% Yes — Does the school have a well-drafted charter contract with its authorizing agencies?

100% Yes — Does the school have well-drafted articles and bylaws?

100% Yes — Is the school's legal and financial status clear and well understood?

100% Yes — Are appropriate liability insurance and risk management practices maintained at all times?

100% Yes — Does your board schedule Study Sessions for deeper strategy sessions/strategic discussions throughout the year?

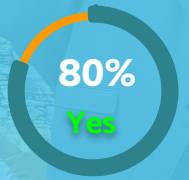
100% Yes — Does your Superintendent have a clear strategic vision for the organization?

100% Yes — Does the board have a clear set of goals for the year that clearly delineate how it will add value to the organization?

2. Board Operations/Relations



Do Board members understand their legal and ethical responsibilities (duty of care/loyalty, conflict of interest)?

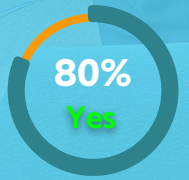


Are new board members oriented and fully briefed prior to being seated?

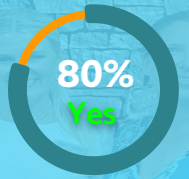
Our intention will be to orient new members fully



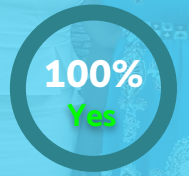
Is the Board composed of individuals with a broad and appropriate range of expertise and experience? Does the Board seek outside counsel for matters beyond its expertise?



Does the Board member selection process ensure a broad and appropriate range of expertise and experience?



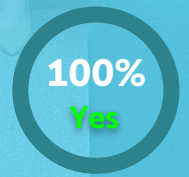
Does the Board actively participate in the creation of the long-term board recruitment plan?



Does the board have an effective and consistent process to measure progress toward achieving annual board goals?



Annually, does the board create a board meeting calendar outlining all the board meetings and other important board related dates for the entire year?



Do the board president and the Superintendent work collaboratively to create the board meeting agenda?

2. Board Operations/Relations (cont.)

100% Yes — Does the board use a consistent agenda format that delineates topic, duration, associated meeting materials, and the action that will be required?

100% Yes — Are the board meeting materials sent out by your Superintendent very clear, well-organized, and easy to understand?

100% Yes — Are board meetings run efficiently?

100% Yes — Has the Board president has developed meeting norms?

100% Yes — Are meeting materials (minutes from the previous meeting, reports, financial statements, etc.) consistently distributed at least three days in advance of the meeting?

100% Yes — Do you feel like you have a thorough understanding of the Brown Act?

100% Yes — Do you always read the board meeting materials in advance of the meeting?

100% Yes — Does the secretary (Lauren) consistently take board meeting minutes?

3. Relationship with CEO



Is there a clear and consistent process for evaluating the Superintendent on an annual basis?



Does the Superintendent have an up-to-date job description?



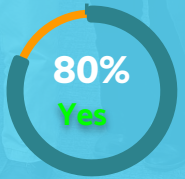
Does the board have a clear and consistent process for providing coaching, feedback, and support to the Superintendent?



Is there a clear understanding between the board and the Superintendent about what the organization is doing towards reaching its defined vision of excellence?



Does your Superintendent communicate clearly and effectively with the board?



Has the Board established a plan for succession in the event the Superintendent leaves/retires?

4. Personnel & Staffing

100%
Yes

Does your Superintendent and the board have an agreed upon short-term/ emergency succession plan for their position?

Although the process is documented, we should periodically discuss the succession process in the event of an emergency.

100%
Yes

Has your Superintendent and the board discussed a long-term succession management plan?

100%
Yes

Are clear job descriptions and staffing plans in place?

5. Budget & Finance

100% Yes

Does the Board adopt an annual budget that maximizes the school's resources in support of mission/vision?

100% Yes

Does the Board monitor the budget throughout the year via monthly updates, first interim budget and second interim budget?

100% Yes

Does the Board contract with an independent auditor each year, reviews the audit report, and takes any needed follow-up action?

100% Yes

Has the Board adopted a three year financial plan in coordination with the school's overall three year plan (WASC, LCAP)?

100% Yes

Has the Board adopted a comprehensive set of fiscal management and control policies?

6. Instruction, Curriculum, and Assessment

100%
Yes

Has the Board adopted/approved LCAP goals/standards?

100%
Yes

Does the School report on student achievement to Authorizing agencies on a regular basis as part of the ongoing oversight and renewal process?

Board Comments

Strengths

•We keep close oversight of our school finances and budget. We all communicate reflectively and respectfully. We share and agree with the mission, vision, values, and goals.

•Board members bring a great deal of experience as educators, are respectful of one another, and share dedication to ensuring the success of Excel Academy.

•The Board is very dedicated and works extremely well together. All members listen well and always act in the best interest of the organization.

•The Board, Superintendent, and leadership team work exceptionally well together, leveraging a broad base of educational expertise.

Areas of Growth

•Maintaining awareness and understanding of the ever-changing fiscal and legal requirements in order to ensure long-term success for Excel Academy.

•Continue to be aware of the possible need of new Board members in the future.

Coversheet

Annual Superintendent/CEO Goals

Section: IX. Oral Presentations
Item: B. Annual Superintendent/CEO Goals
Purpose: Discuss
Submitted by:
Related Material: Superintendent_CEO Goals & Progress - 26_27.pdf

OUR FUTURE IS BRIGHT

POWERED BY PURPOSE, GLOWING WITH POTENTIAL

SUPERINTENDENT/CEO GOALS & PROGRESS

2026-2027

PROPOSED PROCESS & EVALUATION TIMELINE



Aug. 13 – Board Meeting: Establish Goals, Process and Evaluators

Evaluator/CEO Progress Review Meeting

Evaluator/CEO Progress Review Meeting

Evaluator/CEO Progress Review Meeting

Evaluator/CEO Progress Review Meeting

CEO Shares Self Mid-Year Evaluation w/ Board

Evaluator/CEO Progress Review Meeting

March: End of Year CEO Self Evaluation Due; Deadline for Site Visit to have occurred

April: Evaluators submit draft for collaboration

May 13 – Board Meeting: Draft Eval presented in closed session for final collaboration

June 10 – Final Approval of Evaluation

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CPSEL STANDARDS

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Development and Implementation of a Shared Vision

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Instructional Leadership

STANDARD 3

Management and Learning Environment

STANDARD 4

Family and Community Engagement

STANDARD 5

Ethics & Integrity

STANDARD 6

External Context and Policy

SCHOOL GOALS



BRIGHT
Minds grow through personalized learning.



BRIGHT
Communities create belonging.



BRIGHT
Partnerships connect school and home.



BRIGHT
Futures open pathways to lifelong success

PRIORITY/GOAL 1:

BRIGHT Minds: Personalized Growth and Achievement

By May 2027, increase the percentage of students meeting or exceeding grade-level standards in literacy and mathematics by at least 5 percentage points, while reducing achievement gaps for English Learners, students with disabilities, unduplicated students, and students below grade level by at least 3 percentage points.

PRIORITY/GOAL 2:

BRIGHT Community: Engagement, Belonging, and Wellness

The Superintendent/CEO will advance Excel Academy's commitment to educating the whole child and its CHOICE values—particularly compassion, collaboration, community, equity, and empowerment—by ensuring students in every academic pathway experience a safe, inclusive, and supportive learning environment. Through strong partnerships among students, families, Teachers of Record, counselors, and staff, students will feel connected, valued, and prepared to succeed academically, socially, and emotionally.

By June 2027, the Superintendent/CEO will:

- Ensure at least 95% of students have documented, meaningful connection with a Teacher of Record, teacher, counselor, advisor, or school program during each learning period.
- Maintain at least 80 community events annually and increase unique student participation in clubs, programs, events, or community-enrichment opportunities by 10% over the prior year.
- Ensure at least 90% of students identified with attendance, behavioral, academic, or social-emotional concerns receive documented intervention
- Ensure 100% of staff complete annual training in student safety, digital citizenship, inclusive practices, mandated reporting, social-emotional wellness, and intervention procedures

PRIORITY/GOAL 3:

BRIGHT Partnerships: Stronger Connections Between School and Home

By May 2027, the Superintendent will lead and monitor an organization-wide engagement system that strengthens collaborative partnerships with students, families, staff, and community members through transparent communication, meaningful participation, and shared decision-making that supports student success. Success will be demonstrated by:

- Increasing participation in Parent Academy, Parent Power-Up, and other parent education opportunities by at least 10% over the 2025–26 baseline.
- Continue to support annual curriculum reviews that includes documented input from students, families, staff
- Maintaining or improving student and staff retention rates, supported by coordinated admissions, onboarding, and summer liaison efforts.
- Increasing annual student, family, and staff survey results by at least 2 percentage points, including measures of communication quality and access to support.
- Increasing participation in SSC, ELAC, PAC, and school-community events by at least 10%.
- Documenting how educational-partner feedback informs major programs, curriculum, policies, and resource-allocation decisions.
- Reporting engagement, retention, survey, and family-satisfaction results to the Board at least twice annually

PRIORITY/GOAL 4:

BRIGHT Futures: College, Career, and Life Readiness

By May 2027, the Superintendent will lead a comprehensive college and career readiness system that ensures every student has a clear, individualized pathway to graduation and postsecondary success through expanded access to A–G coursework, Advanced Placement and honors courses, CTE pathways, dual enrollment, and community-college partnerships.

Success will be measured by:

- Ensuring 100% of students in grades 8–12 have an annually updated graduation and college/career plan.
- Achieving a graduation rate of at least 95%
- Increasing the California School Dashboard College/Career Indicator by at least 5 percentage points from the 2025 baselines of 67.7% for Helendale and 50.9% for Warner.
- Increasing student enrollment and successful completion in A–G, AP/honors, CTE, and dual-enrollment courses by at least 10%.
- Expanding opportunities and access for ETL (Excel Teacher Led) courses by 10% ensuring offerings in demand by credentialed staff

OUR FUTURE IS BRIGHT
POWERED BY PURPOSE, GLOWING WITH POTENTIAL



BRIGHT Minds Learn

BRIGHT Communities Thrive

BRIGHT Partnerships Strengthen

BRIGHT Futures Begin

OUR FUTURE IS BRIGHT
POWERED BY PURPOSE, GLOWING WITH POTENTIAL

BOARD GOALS



FISCAL & LEGAL OVERSIGHT

Establish systematic practices to monitor the ever-changing budget, fiscal, and legal requirements, ensuring compliance and school success.



SUCCESSION PLANNING

Proactively plan for future governance transitions by defining recruitment strategies to identify and onboard highly qualified new Board Members.



UNIFIED LEADERSHIP

Maximize alignment between the Board, Superintendent, and Executive Leadership, leveraging shared expertise to execute the school's vision cohesively.

2026/27 Excel Academy Charter Schools

SUPERINTENDENT EVALUATION TEMPLATE

CLICK HERE

Coversheet

Consent - Business/Financial Services

Section: X. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: Check register 06012026.pdf
06.10.26 Semi Monthly Cash Requirement - No EIN.pdf
06.26.26 Semi Monthly Cash Requirement Report - No EIN.pdf
06.26.26 Monthly Cash Requirement Report - No EIN.pdf
07.10.26 Semi Monthly Cash Requirement - No EIN.pdf
07.24.26 Semi Monthly Cash Requirement - No EIN.pdf
07.24.26 Monthly Cash Requirement - No EIN.pdf
School Pathways Quote Form with Excel Academy Charter School -.pdf
Macbooks quote.pdf

BACKGROUND:

Item: Approval of Chromebook Donation

Background: At the conclusion of the 2025–26 school year, Excel Academy retrieved all school-issued Chromebooks as part of a comprehensive technology inventory initiative. This effort allowed the school to reconcile its inventory, retire aged-out devices, and prepare for the deployment of newly purchased Chromebooks acquired over the summer.

Beginning with the 2026–27 school year, Excel Academy is implementing a schoolwide initiative to assign every student in grades K–12 a Chromebook. These devices will be distributed throughout the school year to ensure all students have equitable access to the technology needed to support their educational program.

As part of the inventory review, approximately 200 Chromebooks that were more than four years old were identified as no longer meeting the school's technology standards. These devices were set aside for donation rather than disposal.

Excel Academy is requesting approval to donate these 200 retired Chromebooks to Kind Hearts San Diego, a nonprofit organization operated by the parent of one of our students. The organization provides educational support and resources to families experiencing significant financial hardship. The donated Chromebooks will be used at the organization's learning center to help retrain and support families by providing access to technology that promotes student learning, academic success, and digital literacy.

Item: Approval of School Pathways Subscription for Excel Academy Charter - OC

Background: Due to the approval of Excel Academy Charter - OC, Excel Academy is in need of an additional platformed to be opened for this charter to house student registration, teacher rosters, compliance and state reporting.

Fiscal Impact: $22,359.80

Item: Ratification of Macbook Air Laptops for Staff

Background: Excel Academy has hired 30 new staff members for the 2026/27 school year to accommodate for the influx of student enrollment. As such, Excel needs to replenish our technology inventory to meet these staffing needs.

Fiscal Impact: $33,482.57

Company name: Excel Academy Charter Schools
Report name: Check register
Locations: 2053--Excel Academy Charter School - Warner & 2073--Excel Academy Charter School - Helendale

Bank	Date	Bill date	Bill no.	Vendor	GL account or account label	Method	Document no.	Amount	Amount applied	Memo	Department	Location
CHASE 9313 - Chase Bank	**Account no: 215769313**											
	6/1/2026	5/29/2026	6989-052926	6989--WK Mediation PC	5810--Legal	Printed Check	30153	5,000.00	1,900.00		912--Administration/Office	2073--Excel Academy Charter School - Helendale
				6989--WK Mediation PC	5810--Legal	Printed Check	30153	5,000.00	3,100.00		912--Administration/Office	2053--Excel Academy Charter School - Warner
	6/2/2026	5/24/2026	2026-0195	5662--Beehively	9330--Prepaid Expenses	EFT	107735	3,720.00	2,306.40		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
				5662--Beehively	9330--Prepaid Expenses	EFT	107735	3,720.00	1,413.60		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
	6/2/2026	5/26/2026	6753-052626	6753--Shirley Gaw or Andrew Tam	5815--Legal Settlements	EFT	107739	1,254.52	124.53		912--Administration/Office	2073--Excel Academy Charter School - Helendale
				6753--Shirley Gaw or Andrew Tam	5815--Legal Settlements	EFT	107739	1,254.52	203.17		912--Administration/Office	2053--Excel Academy Charter School - Warner
		5/5/2026	6753-050526	6753--Shirley Gaw or Andrew Tam	5815--Legal Settlements	EFT	107739	1,254.52	352.19		912--Administration/Office	2073--Excel Academy Charter School - Helendale
				6753--Shirley Gaw or Andrew Tam	5815--Legal Settlements	EFT	107739	1,254.52	574.63		912--Administration/Office	2053--Excel Academy Charter School - Warner
	6/2/2026	5/4/2026	SHOP22873093311	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	107729	1,186.70	215.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		5/4/2026	SHOP22873091811	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	107729	1,186.70	109.23		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		5/11/2026	SHOP22881577711	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	107729	1,186.70	107.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		5/4/2026	SHOP22873093711	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	107729	1,186.70	107.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		5/5/2026	SHOP22874269711	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	107729	1,186.70	106.51		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		5/9/2026	SHOP22879054611	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	107729	1,186.70	107.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		5/4/2026	SHOP22873072711	6177--CrunchLabs LLC	4310--Materials & Supplies	EFT	107729	1,186.70	107.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		5/4/2026	SHOP22873103511	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	107729	1,186.70	107.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		5/4/2026	SHOP22873091511	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	107729	1,186.70	218.46		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	6/2/2026	5/1/2026	B-2612641106	6286--Chapman Hamborg Art Classes	5880--Instructional Vendors &	EFT	107730	389.20	389.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	5/5/2026	503091	2134--Timberdoodle	4310--Materials & Supplies	EFT	107736	230.71	230.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	5/22/2026	B-2612605787	2309--Zak Barnett Studios	5880--Instructional Vendors &	EFT	107734	215.00	215.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	5/14/2026	6979-060526	6979--AT&T	5910--Telephone	EFT	107732	191.89	72.92		912--Administration/Office	2073--Excel Academy Charter School - Helendale
				6979--AT&T	5910--Telephone	EFT	107732	191.89	118.97		912--Administration/Office	2053--Excel Academy Charter School - Warner
	6/2/2026	5/27/2026	B-2612652901	1610--Michaela Shea Ackermann	5880--Instructional Vendors &	EFT	107737	144.00	144.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	5/9/2026	7373	2327--Ivy Kids LLC	4100--Textbooks & Core Curricu	EFT	107731	135.60	135.60		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	5/14/2026	60950.123	1102--Classical Historian	4100--Textbooks & Core Curricu	EFT	107733	76.77	76.77		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	5/20/2026	B-2612602566	6543--Dancing Images Dance Center, Inc.	5880--Instructional Vendors &	EFT	107738	64.50	64.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	5/3/2026	6DF038CF-0061	6168--My ZOO Box	4310--Materials & Supplies	EFT	107728	40.00	40.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	6/3/2026	4/18/2026	11YM-346F-QNVX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	93.37		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1TKP-HFVR-9CYC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	63.71		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1DLR-9PHT-T4M9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	243.49		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	16MD-XC7L-Q9PF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	234.66		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1CVY-PQQG-KXDN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	86.82		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1T6F-DD9G-MM9R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	63.71		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	1H4H-PTCF-116R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	94.05		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1CWH-KRJV-776C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	112.27		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1DCW-M6WG-MPX4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	107.74		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1MWD-NK6N-7KG4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	203.09		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/20/2026	1CXH - WCGD - YGK1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	207.07		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1TKP-HFVR-9G31	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	56.10		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1C6C - YQRP - X3VR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	51.33		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1CVY - PQQG - MN64	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	115.07		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	13KL-3RY7-CP7X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	140.06		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1VXD-P1XM-4TWH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	144.26		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1LTD-RTH4-M37Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	10.42		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1LC4 - MVG9 - HL6C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	158.37		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1LTD-RTH4-NWJ9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	4.90		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1LTD-RTH4-YTTX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	91.94		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	1QMM-4CHK-CKNJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	12.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	173P-WD4H-VFGN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	37.36		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	13KL-3RY7-4YPX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	296.72		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1M74-H7D9-VX6F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	87.52		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1DLR-9PHT-VN7J	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	50.03		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1K93-YVLF-VJXR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	147.07		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1MLY - VFQT - M7KN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	44.17		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1XL3-7V4H-VYYL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	119.61		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1VYL-FMC4-7747	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	40.23		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1CVY - PQQG - MJ 1K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	25.85		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		5/19/2026	1HQ9-J3NK-KF3Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	1.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1JCN-PCDV-1XHN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	98.30		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1HFP-DHK7-9DTQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	23.12		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	16YC-CMKP-16JV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	43.20		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1DFJ-Y19P-TJWP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	45.08		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1YPM-HNC1-Q993	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	18.92		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1C6C-YQRP-R4KQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	194.48		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1YQD-J1QX-WFMP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	263.09		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1VDH-3JXL-X49V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	114.07		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1CVY - PQQG - PD4F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	258.30		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/17/2026	1MWG-GC4G-7GFF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	2.45		914--Community Engagement	2073--Excel Academy Charter School - Helendale
				1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	4.00		914--Community Engagement	2053--Excel Academy Charter School - Warner
		4/19/2026	1Q4W-MPFV-1FNC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	189.95		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1DCW - M6WG - YFR1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	193.68		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1LTD-RTH4-MT63	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	28.24		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/21/2026	1LRM-1D41-VC3V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	334.97		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1MWD-NK6N-9T76	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	21.74		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1YPM-HNC1-PTX4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	36.09		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1XL3-7V4H-VDMY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	20.82		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	16YC-CMKP-CRWV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	169.31		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	1Q4W-MPFV-9M7L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	110.13		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1MLY-VFQT-PHRQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	80.53		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/29/2026	19FD - Y4V3 - QFXG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	18.74		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	13KL-3RY7-6VGM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	24.30		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	19NM-HHWY-V96R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	127.41		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1JC6-QGXW-1WP4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	36.63		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	1DCW-M6WG-XCR7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	125.90		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	16MD-XC7L-RGQ1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	119.52		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1CVY-PQQG-MQ9V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	41.67		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	16MD-XC7L-THWL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	51.93		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	113V-1FQK-XTXC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	114.69		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1LC4-MVG9-DYCV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	13.40		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1H4H-PTCF-71XT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	61.44		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	113V-1FQK-TG3Q	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	31.45		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/20/2026	1DKW - J C9H - X4QG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	400.20		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1LTD-RTH4-YMWY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	78.70		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1C6C - YQRP - PHD1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	185.51		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	19KK-JKKW-CMQG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	166.91		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1XL3-7V4H - TTQD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	89.23		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	1WK4-6XV3 - VHVC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	79.65		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/19/2026	1HFP-DHK7-9KJ9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	44.63		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1DCW-M6WG-YQPT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	140.15		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	143F-P6MX-RPD4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	294.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
		4/18/2026	19NM-HHWY-TYGM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	169.47		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	1DLR-9PHT-WHYY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	33.43		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/19/2026	1W3K-MCLG-1JNV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	263.10		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
		4/18/2026	19NM-HHWY-VMT1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	32.57		910--Instructional Funds	2073--Excel Academy Charter School - Helendale

	4/18/2026	1WK4-6XV3-W9QN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	151.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1C6C - YQRP - PJ GT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	39.12	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1X9 - VTXX - 7CDK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	284.03	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1T3J-4FR9-RRGG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	9.94	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	16MD-XC7L-RHXL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	9.20	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	19KK-JKKW-7K9P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	263.74	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1HKD - HPGM - VJ1C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	34.12	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	19NW-93JD-6RCJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	221.58	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1HM7 - QGMR - 1G4W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	99.75	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1DLR - 9PHT - P4NG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	10.76	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1DKW - JC9H - QQXR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	6.46	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1HFP-DHK7-7C4D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	30.22	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1MLY-VFQT-VLRC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	30.30	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1T3J-4FR9-QPN1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	189.24	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1MWD-NK6N-7C6V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	355.25	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/15/2026	1PX4-FXMN-JRN1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	57.32	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1DCW - M6WG - P43D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	30.39	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1K93-YVLF-R3QR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	22.62	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1TKP-HFVR-9FPR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	129.42	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1MLY - VFQT - NRKY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	14.63	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1TKP-HFVR-9NJX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	155.97	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1C6C - YQRP - N4GC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	140.82	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	11YM-346F-WMYG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	132.74	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1T6F-DD9G-PM6R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	94.51	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1CWH-KRJV-9FCR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	75.74	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1H4H-PTCF-7TH3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	47.18	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1HCW-KTT3-VL69	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	14.76	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1MLY-VFQT-YFT6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	205.66	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1YPM - HNC1 - MCJR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	43.67	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	16YC-CMKP-7X99	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	14.63	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1CWH - KRJ V - 7DP1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	11.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1LC4 - MVG9 - F341	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	96.17	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/25/2026	16KP - CPG6 - WTJJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	194.17	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1T6F-DD9G-NYKP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	81.44	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1C6C - YQRP - YN1T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	80.94	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/30/2026	1747-MC6W-DKRD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	17.62	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1YPM-HNC1-YCX3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	158.93	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	199Y-XXLV-9MC7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	137.17	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1VYL-FMC4-9GH9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	224.91	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1PL4-VYF6-1WNK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	151.61	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	16YC-CMKP-CC6W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	60.13	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1DCW-M6WG-PRJT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	208.28	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	113V-1FQK-VJ99	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	396.36	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	19KK-JKKW-9LW7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	137.22	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1M3L-KT7M-1C1T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	32.47	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1GRC-DRM7-7TW9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	50.41	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1GX6-3PN4-6NKM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	80.59	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	173P-WD4H-W9XL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	13.22	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	174D-3FTP-RPXM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	179.45	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1Q4W-MPFV-7766	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	16.51	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1CWH - KRJ V - 9MNQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	151.02	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	19WM-HHWY-RL6M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	8.76	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1YQD-J1QX-QYYN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	21.90	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1YQD-J1QX-VFLV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	494.19	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1XL3-7V4H-RYLL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	70.33	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1K93-YVLF-TV9X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	9.46	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1T6F-DD9G-RVD1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	143.54	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1G1Y-711D-1LLG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	173.92	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1H9X-3DWD-CJ7K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	521.94	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1HFP-DHK7-6WNN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	79.48	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1TKP-HFVR-7Y97	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	122.45	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1C6C-YQRP-MW39	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	110.79	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1M3L-KT7M-9XJT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	103.36	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1M74-H7D9-QAEH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	10.66	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/27/2026	1XW9 - H9T4 - X4M7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	405.27	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	16MD-XC7L-RWFD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	106.58	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1DLR - 9PHT - R669	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	187.02	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	199Y-XXLV-6TVX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	48.33	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	113V-1FQK-X17M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	230.74	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1LTD-RTH4-QKXJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	235.32	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1CVY-PQQG-NMVM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	75.57	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1YQD-J1QX-PWD7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	89.12	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1YQD-J1QX-RLYY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	63.10	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1XL3-7V4H - QPRK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	204.61	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1VDH-3JXL-TQCG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	26.91	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1T6F-DD9G-QFHF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	37.69	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1T3J-4FR9-RWMT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	85.08	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1VXD-P1XM-9V9K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	11.95	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1DFJ - Y19P - VQXC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	185.12	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1CVY - PQQG - NDC4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	285.41	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1VDH - 3J XL - VXC4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	12.22	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1MLY-VFQT-YYTK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	139.74	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1HFP-DHK7-9Q4R	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	234.51	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1JXM-V1LC-QD61	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	94.30	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	173P-WD4H-WJK6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	199.73	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	13RT-GQTC-W3KH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	307.85	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1DFJ - Y19P - RQVM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	10.81	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1YPM-HNC1-Y7GC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	84.71	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1K93 - YVLF - TLVX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	158.22	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1KGX-9CLC-VNWP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	14.49	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1CVY - PQQG - PYH1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	176.79	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1H4H-PTCF-793G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	126.49	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1C6C - YQRP - VJ 43	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	187.58	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	11YM-346F-NQXY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	109.04	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1RWJ -JVKL-1LMX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	108.67	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1YPM-HNC1-YXVL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	66.44	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1DLR-9PHT-WFFF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	181.62	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	174D-3FTP-VDT3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	188.46	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	19KK-JKKW-CNHY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	3.68	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1QMM-4CHK-9R1M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	165.16	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1D6Q - LHQV - 46VX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	116.80	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1JC6-QGXW-1M4M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	196.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1QMM-4CHK-6P6M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	49.02	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1JXM-V1LC-MX7L	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	92.65	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1TKP-HFVR-9PRC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	53.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1YPM - HNC1 - NYQH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	10.66	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/18/2026	1JXM - V1LC - L7YR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	92.09	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1KGX-9CLC-W9V4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	293.27	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	16YC-CMKP-6CM7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	12.56	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	199Y-XXLV-7P4K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	54.86	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1XL3-7V4H-W4WK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	135.01	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1HFP-DHK7-13DH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	106.12	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1KGX-9CLC-QMNJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	106.09	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1RWJ-JVKL-1HQT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	81.75	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1MWD-NK6N-6HVD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	35.43	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1CNX-WDCT-19VC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	161.22	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	11YM-346F-YCN9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008505	22,025.63	172.39	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/3/2026	5/4/2026	CON-04354	5947--Care Solace, Inc.	9330--Prepaid Expenses	EFT	20136008499	8,300.00	3,154.00	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5947--Care Solace, Inc.	9330--Prepaid Expenses	EFT	20136008499	8,300.00	5,146.00	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
6/3/2026	5/15/2026	2026-30334	5759--BoardOnTrack	9330--Prepaid Expenses	EFT	20136008512	6,755.00	4,188.10	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			5759--BoardOnTrack	9330--Prepaid Expenses	EFT	20136008512	6,755.00	2,566.90	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
6/3/2026	4/29/2026	6987257	6260--Quarles & Brady, LLP	5810--Legal	EFT	20136008504	2,575.00	1,596.50	912--Administration/Office	2053--Excel Academy Charter School - Warner
			6260--Quarles & Brady, LLP	5810--Legal	EFT	20136008504	2,575.00	978.50	912--Administration/Office	2073--Excel Academy Charter School - Helendale
6/3/2026	5/22/2026	B-2612651313	2030--Suzuki Piano and Ultimate Music Theory (	5880--Instructional Vendors &	EFT	20136008511	1,399.00	1,399.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner

6/3/2026	4/23/2025	INV-140-08645-B	5368--School Pathways, LLC	5830--Non-Instructional Softwa	EFT	20136008498	850.00	850.00	912--Administration/Office	2073--Excel Academy Charter School - Helendale
6/3/2026	5/8/2026	767450	1179--Home Science Tools	4310--Materials & Supplies	EFT	20136008508	658.06	27.13	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2026	766903	1179--Home Science Tools	4310--Materials & Supplies	EFT	20136008508	658.06	265.42	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/5/2026	766902	1179--Home Science Tools	4310--Materials & Supplies	EFT	20136008508	658.06	365.51	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/3/2026	5/20/2026	169579	6416--Scoot Education Inc.	1130--Substitute Teacher Compe	EFT	20136008513	609.00	231.42	918--Virtual Education	2073--Excel Academy Charter School - Helendale
			6416--Scoot Education Inc.	1130--Substitute Teacher Compe	EFT	20136008513	609.00	377.58	918--Virtual Education	2053--Excel Academy Charter School - Warner
6/3/2026	4/30/2026	WC-304808HU	2064--History Unboxed LLC (Attn: Elizabeth Hau	4100--Textbooks & Core Curricu	EFT	20136008507	387.37	152.63	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/4/2026	WC-304807HU	2064--History Unboxed LLC (Attn: Elizabeth Hau	4100--Textbooks & Core Curricu	EFT	20136008507	387.37	234.74	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/3/2026	5/20/2026	B-2612651311	1005--Holly Dodson	5880--Instructional Vendors &	EFT	20136008501	360.00	360.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/3/2026	5/22/2026	B-2612651310	1789--Fashion Camp - Create. Design. Sew. LLC	5880--Instructional Vendors &	EFT	20136008502	296.00	296.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/3/2026	5/21/2026	B-2612651306	1879--Anaheim Ballet School	5880--Instructional Vendors &	EFT	20136008509	200.00	200.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/3/2026	4/15/2026	B-2612627717	4180--LanguageBird, Inc.	5880--Instructional Vendors &	EFT	20136008500	195.00	195.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/3/2026	5/20/2026	B-2612651312	4107--Kim's Korean Class	5880--Instructional Vendors &	EFT	20136008506	120.00	120.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/3/2026	5/14/2026	1266797	1148--Institute for Excellence in Writing	4310--Materials & Supplies	EFT	20136008510	66.35	66.35	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/3/2026	5/28/2026	2074244	1201--Rainbow Resource Center, Inc	4310--Materials & Supplies	EFT	20136008503	32.12	32.12	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/19/2026	2612653851	1027--Science-2-U	5880--Instructional Vendors &	EFT	107956	2,041.25	1,175.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1027--Science-2-U	5880--Instructional Vendors &	EFT	107956	2,041.25	866.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/29/2026	INV002885	6319--Peter Brown Piano Studio	5880--Instructional Vendors &	EFT	107953	1,021.00	285.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6319--Peter Brown Piano Studio	5880--Instructional Vendors &	EFT	107953	1,021.00	736.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/30/2026	B-2612653562	2724--Holly A Noble	5880--Instructional Vendors &	EFT	107949	775.00	500.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2724--Holly A Noble	5880--Instructional Vendors &	EFT	107949	775.00	275.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/29/2026	2612653717	5997--Kids Gardening Center	5880--Instructional Vendors &	EFT	107950	770.00	700.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5997--Kids Gardening Center	5880--Instructional Vendors &	EFT	107950	770.00	70.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/25/2026	2612653751	1550--Monica D Basurto	5880--Instructional Vendors &	EFT	107951	620.00	500.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1550--Monica D Basurto	5880--Instructional Vendors &	EFT	107951	620.00	120.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/23/2026	2612653896	6273--TGA of Greater Long Beach	5880--Instructional Vendors &	EFT	107952	438.00	269.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6273--TGA of Greater Long Beach	5880--Instructional Vendors &	EFT	107952	438.00	169.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612654882	4140--Legacy of Valor & Excellence	5880--Instructional Vendors &	EFT	107955	400.00	200.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			4140--Legacy of Valor & Excellence	5880--Instructional Vendors &	EFT	107955	400.00	200.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/18/2026	Excel052026	1903--Drawn2Art San Diego INC	5880--Instructional Vendors &	EFT	107954	391.00	391.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/13/2026	2612653584	5641--Ark Academy	5880--Instructional Vendors &	EFT	107948	2,566.70	600.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5641--Ark Academy	5880--Instructional Vendors &	EFT	107948	2,566.70	1,966.70	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	B-2612653686	6638--Goldrush Hockey	5880--Instructional Vendors &	EFT	107903	113.48	113.48	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	VW250019	2572--Focus Dance Center	5880--Instructional Vendors &	EFT	107810	112.00	112.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612604851	6604--McMillin Music	5880--Instructional Vendors &	EFT	107860	110.00	110.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	2612537526	6687--It's Music Time Redlands	5880--Instructional Vendors &	EFT	107935	110.00	110.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612551759	6684--Dance 1	5880--Instructional Vendors &	EFT	107821	105.00	105.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612338121	1874--South County Dance Inc.	5880--Instructional Vendors &	EFT	107855	90.00	90.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/20/2026	2612616570	6543--Dancing Images Dance Center, Inc.	5880--Instructional Vendors &	EFT	107904	89.05	89.05	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/13/2026	B-2612653697	5971--Homeschool Enrichment Services	5880--Instructional Vendors &	EFT	107800	78.00	78.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612576969	6817--Academy 831 LLC	5880--Instructional Vendors &	EFT	107885	78.00	78.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/12/2026	7409432417	5952--Geek Cred	5880--Instructional Vendors &	EFT	107787	75.00	75.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/21/2026	2612417722	1810--Christine Benedict - Talented Teaching	5880--Instructional Vendors &	EFT	107857	66.00	66.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/18/2026	B-2612653774	2372--Outschool	5880--Instructional Vendors &	EFT	107817	60.00	60.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612447510	1610--Michaela Shea Ackermann	5880--Instructional Vendors &	EFT	107939	47.00	47.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612578771	6847--Mojave Fencing	5880--Instructional Vendors &	EFT	107777	45.00	45.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/9/2026	6DF038CF-0062	6168--My ZOO Box	4310--Materials & Supplies	EFT	107927	40.00	40.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/27/2026	2612470213	1626--American Martial Arts Academy Placentia/	5880--Instructional Vendors &	EFT	107763	258.00	258.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612572080	6793--Learning Wins	5880--Instructional Vendors &	EFT	107887	252.00	252.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/31/2026	B-2612653827	1018--Portal Languages Costa Mesa LLC. Daniel,	5880--Instructional Vendors &	EFT	107741	240.00	240.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/26/2026	B-2612653668	6007--EuroGymnastics, Inc.	5880--Instructional Vendors &	EFT	107878	240.00	240.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653934	2092--World Elite Gymnastics	5880--Instructional Vendors &	EFT	107750	238.00	238.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612363068	6117--UNITED SELF DEFENSE STUDIOS -Mission	5880--Instructional Vendors &	EFT	107851	235.00	235.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612464279	6020--R.I.C.A. Dance	5880--Instructional Vendors &	EFT	107834	225.00	225.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/20/2026	2612613235-	6872--Cowgirl Cheer Athletics	5880--Instructional Vendors &	EFT	107784	224.00	224.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/18/2026	2612337237	4156--Gracie Barra San Clemente	5880--Instructional Vendors &	EFT	107795	220.00	220.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612566583	6583--Waterworks Swim School Glendora	5880--Instructional Vendors &	EFT	107865	216.32	216.32	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612654909	6163--One World Many Views - Discover Art	5880--Instructional Vendors &	EFT	107815	215.00	215.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	2612608917	2309--Zak Barnett Studios	5880--Instructional Vendors &	EFT	107740	215.00	215.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/23/2026	2612513021	6825--TKJJ Training Facility	5880--Instructional Vendors &	EFT	107880	212.50	212.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner

6/5/2026	5/28/2026	2612653675	6042--Fit 2 Be Free LLC	5880--Instructional Vendors &	EFT	107792	210.00	210.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/18/2026	B-2612653669	5591--Faith Seymour Tutoring Services	5880--Instructional Vendors &	EFT	107895	200.00	200.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/30/2026	2612433856	6786--Flemming Music Studio	5880--Instructional Vendors &	EFT	107850	200.00	200.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612654763	5518--Averyboo Arts	5880--Instructional Vendors &	EFT	107823	200.00	200.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/30/2026	2612558879	6561--Kenpo Combat Academy	5880--Instructional Vendors &	EFT	107755	188.00	188.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612497731	6914--Gracie Barra Fullerton	5880--Instructional Vendors &	EFT	107945	186.00	186.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	2612612040	6728--Hope For Reading	5880--Instructional Vendors &	EFT	107889	180.00	180.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/26/2026	2612618048, 2612618050	5820--Fundamental Chess Academy, Inc.	5880--Instructional Vendors &	EFT	107940	180.00	180.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/29/2026	B-2612653599	1694--Beaumont Music Centre	5880--Instructional Vendors &	EFT	107778	170.00	170.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	B-2612653830	6899--Rachel Hoggan - Hoggan Educational Ser	5880--Instructional Vendors &	EFT	107929	160.00	160.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612406501	1110--Claremont Chefs Academy	5880--Instructional Vendors &	EFT	107839	155.00	155.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/12/2026	2612653919	6642--Village Education Centers LLC	5880--Instructional Vendors &	EFT	107942	139.00	139.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612540861	6858--Hello Heart Studio Inc.	5880--Instructional Vendors &	EFT	107861	136.00	136.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/14/2026	14161103	5411--Total Education Solutions	5100--SpEd Consultants and Ven	EFT	107916	132.00	132.00	OT Services April 26	907--Special Education	2073--Excel Academy Charter School - Helendale
6/5/2026	4/30/2026	171983	v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	EFT	107937	125.00	125.00	APE & AT Services April 26	907--Special Education	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612532824	3245--Drawn2Art Glendora Inc.	5880--Instructional Vendors &	EFT	107886	120.00	120.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612347967	2211--Valerie Marich Music	5880--Instructional Vendors &	EFT	107788	120.00	120.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	B-2612653621	5887--Children's Learning and Support Services	5880--Instructional Vendors &	EFT	107894	370.00	370.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653925	6623--Waterworks Swim School Alhambra	5880--Instructional Vendors &	EFT	107765	359.92	359.92		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612571522-	5570--Big Wheel Coaching Inc.	5880--Instructional Vendors &	EFT	107876	359.00	359.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/19/2026	EA - CO0526	5593--Mathnasium of Corona	5880--Instructional Vendors &	EFT	107947	359.00	359.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	B-2612653653	1949--Kids Art Pasadena	5880--Instructional Vendors &	EFT	107790	352.00	352.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/10/2026	1280853775	6495--Tao of Jiu Jitsu	5880--Instructional Vendors &	EFT	107852	350.00	350.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612578193	6616--Altitude Fitness	5880--Instructional Vendors &	EFT	107912	345.88	85.88		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/14/2026	B-2612653574	6616--Altitude Fitness	5880--Instructional Vendors &	EFT	107912	345.88	260.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612609601	1383--Drawn2Art Chino Hills	5880--Instructional Vendors &	EFT	107752	327.00	327.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612490731	5659--Art + Soul Collective	5880--Instructional Vendors &	EFT	107907	325.00	325.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/12/2026	2612505525-	6237--The Coder School Redondo Beach/Torran	5880--Instructional Vendors &	EFT	107769	325.00	325.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612654944	5548--Sektor Jiu-Jitsu	5880--Instructional Vendors &	EFT	107756	320.00	185.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5548--Sektor Jiu-Jitsu	5880--Instructional Vendors &	EFT	107756	320.00	135.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654905	4137--Olive Tree Education	5880--Instructional Vendors &	EFT	107874	320.00	320.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612324223-	5641--Ark Academy	5880--Instructional Vendors &	EFT	107946	300.00	300.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/5/2026	INV-08205-A	5776--Alboum Translation Service	5800--Professional Services -	EFT	107906	300.00	150.00	IEP Review, J. Murrillo	907--Special Education	2073--Excel Academy Charter School - Helendale
			5776--Alboum Translation Service	5800--Professional Services -	EFT	107906	300.00	150.00	M. Ayaan	916--Elementary Education	2073--Excel Academy Charter School - Helendale
6/5/2026	5/18/2026	2612653681	6142--Fullerton Family YMCA	5880--Instructional Vendors &	EFT	107910	298.00	298.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653587	1994--Art 4 Kids and Teens	5880--Instructional Vendors &	EFT	107864	298.00	298.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/26/2026	2612653768	1698--Noonan Family Swim School San Diego	5880--Instructional Vendors &	EFT	107835	297.00	297.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612439431	6871--Australian Swim School, Inc.	5880--Instructional Vendors &	EFT	107820	292.54	292.54		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612653631	2531--Contigo Language Learning	5880--Instructional Vendors &	EFT	107931	288.75	288.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	2612653656	6135--Drawn2Art Sherman Oaks	5880--Instructional Vendors &	EFT	107848	287.25	287.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/24/2026	B-2612653600	6428--Blackbird & Company LLC	5880--Instructional Vendors &	EFT	107884	285.00	285.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/17/2026	B-2612653881	6182--Sweetwater Farms	5880--Instructional Vendors &	EFT	107802	279.00	279.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/14/2026	2612374758	5962--Bright Star Learners Academy, LLC	5880--Instructional Vendors &	EFT	107827	270.00	270.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/18/2026	2612596383	6970--Third Space Jiu Jitsu LLC	5880--Instructional Vendors &	EFT	107808	270.00	270.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/15/2026	2612447585	6238--The Coder School Cerritos/La Palma	5880--Instructional Vendors &	EFT	107918	269.00	269.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612563806	6588--TriFytt Sports LLC	5880--Instructional Vendors &	EFT	107867	269.00	269.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612654817	6315--Ethos Jiu Jitsu Incorporated	5880--Instructional Vendors &	EFT	107925	269.00	269.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/19/2026	B-2612653867	6823--Sparks Enrichment	5880--Instructional Vendors &	EFT	107849	262.00	262.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	2612572424	6964--Final Strike Martial Arts LLC	5880--Instructional Vendors &	EFT	107854	260.00	260.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	2612512548	6943--E29 Baseball and Softball Inc.	5880--Instructional Vendors &	EFT	107883	500.00	500.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/11/2026	2612391954	6886--LVLUP Academy & High Performace Centr	5880--Instructional Vendors &	EFT	107934	500.00	500.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	B-2612653650	6960--DOORS Educational Center	5880--Instructional Vendors &	EFT	107816	495.00	495.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653915	1381--United States Karate Organization Inc.	5880--Instructional Vendors &	EFT	107771	487.00	487.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654916	5571--PAVE School of the Arts	5880--Instructional Vendors &	EFT	107819	485.00	485.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	2612567802	6840--School of Rock Fairfax District - LA	5880--Instructional Vendors &	EFT	107809	485.00	485.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale

6/5/2026	5/18/2026	B-2612653626	2857--Coach Ballgame Inc.	5880--Instructional Vendors &	EFT	107745	484.37	109.37	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2857--Coach Ballgame Inc.	5880--Instructional Vendors &	EFT	107745	484.37	375.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612653723	6474--Ladera Ranch Violin Studio	5880--Instructional Vendors &	EFT	107921	480.00	480.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654749	6718--Anna Malkova	5880--Instructional Vendors &	EFT	107919	480.00	480.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612654813	6775--Daring Dashers Run Club LLC	5880--Instructional Vendors &	EFT	107891	480.00	480.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653901	5702--The Coder School Mission Viejo	5880--Instructional Vendors &	EFT	107822	479.00	479.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	B-2612653754	5816--Monrovia Music Academy	5880--Instructional Vendors &	EFT	107807	465.00	465.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	2612653840	5589--Rock Fitness	5880--Instructional Vendors &	EFT	107905	456.00	456.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	B-2612654845	6971--Gracie Barra Long Beach	5880--Instructional Vendors &	EFT	107892	450.00	450.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/18/2026	B-2612653897	4167--The Art and Wilderness Institute Commur	5880--Instructional Vendors &	EFT	107775	442.72	442.72	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/26/2026	2612610866-37318722	6241--Mathnasium of Riverside	5880--Instructional Vendors &	EFT	107930	438.40	438.40	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/21/2026	B-2612653757	6133--Murphy Language Arts LLC	5880--Instructional Vendors &	EFT	107914	438.40	438.40	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/25/2026	2612653589	3015--Art Steps, Inc. Costa Mesa	5880--Instructional Vendors &	EFT	107789	436.00	436.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/31/2026	2612653654	2506--Drawn2Art Claremont Inc.	5880--Instructional Vendors &	EFT	107863	428.00	428.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	2612653917	2627--Veronica Richards Violin Studio	5880--Instructional Vendors &	EFT	107846	424.00	424.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/27/2026	B-2612653636	6341--Danielle Stucken	5880--Instructional Vendors &	EFT	107812	420.00	420.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653683	4110--Gabrina Casillas Owen	5880--Instructional Vendors &	EFT	107842	419.00	419.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612484765	1876--ASTEME Learning Center	5880--Instructional Vendors &	EFT	107833	400.00	400.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/22/2026	2612443101	6565--Inland Pacific Ballet Academy	5880--Instructional Vendors &	EFT	107911	400.00	400.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612620493	4147--Kelsey Mira Slater	5880--Instructional Vendors &	EFT	107796	400.00	400.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/26/2026	2612653687	5999--Gracie Barra RSM	5880--Instructional Vendors &	EFT	107936	400.00	400.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/20/2026	2612364134	4129--Write on Webb	5880--Instructional Vendors &	EFT	107772	396.00	396.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/31/2026	B-2612653586	6046--Art and Design Studio	5880--Instructional Vendors &	EFT	107751	394.00	394.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653776	6152--Pakua, LLC	5880--Instructional Vendors &	EFT	107760	392.12	392.12	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/18/2026	2612653873	v3125--Strategic Kids LLC	5880--Instructional Vendors &	EFT	107785	384.00	384.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	B-2612654887	6171--Lucky Duck Swim School	5880--Instructional Vendors &	EFT	107843	713.53	713.53	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	2612653854	1551--Sierra Madre Dance Center	5880--Instructional Vendors &	EFT	107924	711.00	711.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/29/2026	2612653849	6131--San Dimas Music Academy	5880--Instructional Vendors &	EFT	107794	710.00	710.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612654972	5577--Mission Viejo Family YMCA	5880--Instructional Vendors &	EFT	107859	699.00	311.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/12/2026	2612653938	5577--Mission Viejo Family YMCA	5880--Instructional Vendors &	EFT	107859	699.00	388.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/19/2026	2612653838	5453--Riverside Ballet Arts	5880--Instructional Vendors &	EFT	107747	690.00	690.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654764	6812--Avi's Dance Project	5880--Instructional Vendors &	EFT	107798	667.00	467.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6812--Avi's Dance Project	5880--Instructional Vendors &	EFT	107798	667.00	200.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612598905	6596--Imperial Fight Academy	5880--Instructional Vendors &	EFT	107896	656.00	159.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/26/2026	2612652899	6596--Imperial Fight Academy	5880--Instructional Vendors &	EFT	107896	656.00	497.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/30/2026	2612653692	6286--Chapman Hamborg Art Classes	5880--Instructional Vendors &	EFT	107862	652.09	652.09	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/21/2026	2612374561	6469--Sheryl A. Perez	5880--Instructional Vendors &	EFT	107872	650.00	650.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654810	6887--D1 Training Rancho Santa Margarita	5880--Instructional Vendors &	EFT	107805	626.53	626.53	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	B-2612653733	6884--M.W.C.	5880--Instructional Vendors &	EFT	107943	620.00	620.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653937	2255--Yamaha Music School Cerritos/Chino HIlls	5880--Instructional Vendors &	EFT	107836	618.12	539.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2255--Yamaha Music School Cerritos/Chino HIlls	5880--Instructional Vendors &	EFT	107836	618.12	79.12	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/24/2026	2612653930	v3174--Westminster Arts Academy	5880--Instructional Vendors &	EFT	107928	606.00	606.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654877	6834--Kumon Math and Reading Center of Costa	5880--Instructional Vendors &	EFT	107759	600.00	600.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	2612653645	2623--Dexter Creative	5880--Instructional Vendors &	EFT	107761	594.00	594.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/31/2026	2612653720	6497--Kristen Reid Tutoring	5880--Instructional Vendors &	EFT	107858	580.00	340.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6497--Kristen Reid Tutoring	5880--Instructional Vendors &	EFT	107858	580.00	240.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	2612653703	6859--Irvine Yamaha Music Center	5880--Instructional Vendors &	EFT	107829	558.00	558.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654955	6816--The Moxie Movement	5880--Instructional Vendors &	EFT	107899	556.92	556.92	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/21/2026	2612653889	6734--Tempest Taekwondo LLC	5880--Instructional Vendors &	EFT	107753	555.00	555.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	2612653618	5677--Champion's Quest Athlete Academy	5880--Instructional Vendors &	EFT	107781	553.31	553.31	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	B-2612654953	6883--The K Project Dance Company LLC	5880--Instructional Vendors &	EFT	107768	550.00	550.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/13/2026	2612578351	6819--Union Baseball Systems LLC	5880--Instructional Vendors &	EFT	107786	540.00	540.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/26/2026	2612653628	5970--Code Ninjas Irvine	5880--Instructional Vendors &	EFT	107901	538.00	538.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/15/2026	2612653773	3332--Orange County Riding Academy	5880--Instructional Vendors &	EFT	107767	535.72	535.72	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/25/2026	B-2612653588	1849--Art Steps, Inc Yorba Linda	5880--Instructional Vendors &	EFT	107770	518.00	518.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653769	6690--Nova Dance Company LLC	5880--Instructional Vendors &	EFT	107933	503.93	503.93	910--Instructional Funds	2073--Excel Academy Charter School - Helendale

6/5/2026	5/22/2026	2612562238	6956--Young Actor Workspace	5880--Instructional Vendors &	EFT	107908	500.00	500.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	B-2612654879	6278--Learn Beyond the Book LLC	5880--Instructional Vendors &	EFT	107793	500.00	500.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/12/2026	B-2612653882	6739--Swinglab44	5880--Instructional Vendors &	EFT	107764	500.00	500.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612351233	1928--Lorie Susan Suntree	5880--Instructional Vendors &	EFT	107840	500.00	100.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/29/2026	2612653731	1928--Lorie Susan Suntree	5880--Instructional Vendors &	EFT	107840	500.00	400.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653777	3109--Pasadena Music Academy	5880--Instructional Vendors &	EFT	107893	1,010.38	1,010.38	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/24/2026	2612653775	6285--Ovation School for the Performing Arts	5880--Instructional Vendors &	EFT	107917	1,000.00	250.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6285--Ovation School for the Performing Arts	5880--Instructional Vendors &	EFT	107917	1,000.00	750.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653856	6397--Silicon Valley High School	5880--Instructional Vendors &	EFT	107873	1,000.00	1,000.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612654853	6173--I Can Academy OC	5880--Instructional Vendors &	EFT	107868	1,000.00	1,000.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654872	6144--Kelly Speakman	5880--Instructional Vendors &	EFT	107832	1,000.00	1,000.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/30/2026	B-2612653828	1902--Precision Gymnastics	5880--Instructional Vendors &	EFT	107811	990.00	750.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1902--Precision Gymnastics	5880--Instructional Vendors &	EFT	107811	990.00	240.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/31/2026	2612653693	6322--High Desert Math Tutor	5880--Instructional Vendors &	EFT	107831	980.00	980.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/15/2026	2612653708	3278--Joobilo, LLC	5880--Instructional Vendors &	EFT	107922	976.00	607.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			3278--Joobilo, LLC	5880--Instructional Vendors &	EFT	107922	976.00	368.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	B-2612654918	v3032--Peace Hill Classical Co-op LLC	5880--Instructional Vendors &	EFT	107913	975.00	650.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			v3032--Peace Hill Classical Co-op LLC	5880--Instructional Vendors &	EFT	107913	975.00	325.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612654875	6458--Kitoodle Creators (Services)	5880--Instructional Vendors &	EFT	107779	957.50	957.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/25/2026	2612653912	6311--Trinity Therapeutic Riding Center, Inc.	5880--Instructional Vendors &	EFT	107909	955.00	955.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/18/2026	2612653667	6235--Escondido Center for Martial Arts	5880--Instructional Vendors &	EFT	107902	900.00	900.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612654769	v3002--Breakthrough Sports LLC	5880--Instructional Vendors &	EFT	107941	891.00	891.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654768	6049--Blossom Hill Ranch LLC	5880--Instructional Vendors &	EFT	107828	885.00	885.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	Excel2026-02	1841--Blue Tent Online	4100--Textbooks & Core Curricu	EFT	107830	883.55	883.55	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/29/2026	2612653905	6811--The Rock Learning Center	5880--Instructional Vendors &	EFT	107806	880.00	880.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/27/2026	B-2612653928	5919--Waterworks Swim School La Habra	5880--Instructional Vendors &	EFT	107780	872.36	872.36	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/26/2026	2612653755	6919--Mosaic Music Inc.	5880--Instructional Vendors &	EFT	107783	864.00	696.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6919--Mosaic Music Inc.	5880--Instructional Vendors &	EFT	107783	864.00	168.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653920	1387--Waterworks Aquatics HB	5880--Instructional Vendors &	EFT	107813	851.36	851.36	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654859	6941--Iris Farms Barnyard LLC	5880--Instructional Vendors &	EFT	107853	840.00	840.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/23/2026	2612653766	6159--Nino's Art Studio	5880--Instructional Vendors &	EFT	107749	840.00	840.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654806	5543--Code Ninjas Fullerton	5880--Instructional Vendors &	EFT	107758	827.00	827.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	B-2612654940	6215--San Clemente Gymnastics Club	5880--Instructional Vendors &	EFT	107871	809.50	809.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/15/2026	7508	2327--Ivy Kids LLC	4100--Textbooks & Core Curricu	EFT	107746	808.60	192.96	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/15/2026	7509	2327--Ivy Kids LLC	4100--Textbooks & Core Curricu	EFT	107746	808.60	94.72	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/15/2026	7507	2327--Ivy Kids LLC	4100--Textbooks & Core Curricu	EFT	107746	808.60	161.30	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/15/2026	7505	2327--Ivy Kids LLC	4100--Textbooks & Core Curricu	EFT	107746	808.60	136.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/15/2026	7506	2327--Ivy Kids LLC	4100--Textbooks & Core Curricu	EFT	107746	808.60	222.76	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/29/2026	2612653861	3365--South Coast Repertory, Inc.	5880--Instructional Vendors &	EFT	107757	755.00	755.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653926	6143--Waterworks Swim School Chino Hills	5880--Instructional Vendors &	EFT	107875	754.76	270.76	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6143--Waterworks Swim School Chino Hills	5880--Instructional Vendors &	EFT	107875	754.76	484.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653846	5580--Russian School of Mathematics Irvine	5880--Instructional Vendors &	EFT	107824	745.00	745.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654942	6388--Sandlot Training Center Inc.	5880--Instructional Vendors &	EFT	107743	741.00	741.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612654837	2174--Gracie Barra Corona	5880--Instructional Vendors &	EFT	107881	738.00	738.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612653863	5487--Southland Ballet Academy	5880--Instructional Vendors &	EFT	107938	730.00	730.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	4/30/2026	13876	5162--Effectual Educational Consulting Services	5100--SpEd Consultants and Ven	EFT	107926	2,142.00	1,440.00	APE Services & Eval April 26	907--Special Education
			5162--Effectual Educational Consulting Services	5100--SpEd Consultants and Ven	EFT	107926	2,142.00	327.00	PT & APE Services April 26	907--Special Education
			5162--Effectual Educational Consulting Services	5100--SpEd Consultants and Ven	EFT	107926	2,142.00	250.00	DHH Services April 26	907--Special Education
			5162--Effectual Educational Consulting Services	5100--SpEd Consultants and Ven	EFT	107926	2,142.00	125.00	DHH Services April 26	907--Special Education
6/5/2026	5/29/2026	2612653725	6877--Lansang Jiu-Jitsu LLC	5880--Instructional Vendors &	EFT	107766	2,100.00	525.00		910--Instructional Funds
	6/2/2026	B-2612654878	6877--Lansang Jiu-Jitsu LLC	5880--Instructional Vendors &	EFT	107766	2,100.00	1,575.00		910--Instructional Funds
6/5/2026	6/2/2026	B-2612654898	5557--Music Lessons with Jena	5880--Instructional Vendors &	EFT	107841	2,034.65	2,034.65		910--Instructional Funds
6/5/2026	6/2/2026	2612654785	2749--Circle City School Enrichment Program	5880--Instructional Vendors &	EFT	107754	2,002.00	2,002.00		910--Instructional Funds
6/5/2026	5/22/2026	POIV260505	2806--Brain Builders STEM Education	5880--Instructional Vendors &	EFT	107776	1,953.64	1,953.64		910--Instructional Funds
6/5/2026	5/22/2026	B-2612653884	6460--Tamberly Slagle	5880--Instructional Vendors &	EFT	107898	1,880.00	1,880.00		910--Instructional Funds
6/5/2026	5/11/2026	2612653910	6014--TOCA Soccer	5880--Instructional Vendors &	EFT	107825	1,785.00	1,127.00		910--Instructional Funds
			6014--TOCA Soccer	5880--Instructional Vendors &	EFT	107825	1,785.00	658.00		910--Instructional Funds
6/5/2026	5/23/2026	B-2612653569	6037--Aesthetic Climbing Gym, LLC	5880--Instructional Vendors &	EFT	107869	1,565.00	1,565.00		910--Instructional Funds
6/5/2026	5/27/2026	B-2612653615	1424--California Gymnastics, LLC	5880--Instructional Vendors &	EFT	107932	1,532.00	115.00		910--Instructional Funds
			1424--California Gymnastics, LLC	5880--Instructional Vendors &	EFT	107932	1,532.00	1,417.00		910--Instructional Funds
6/5/2026	5/12/2026	2612653672	5822--Felton Ninja Academy	5880--Instructional Vendors &	EFT	107762	1,489.50	1,489.50		910--Instructional Funds
6/5/2026	5/24/2026	2612346636	6796--Play Based Learning Academy	5880--Instructional Vendors &	EFT	107845	1,475.00	1,475.00		910--Instructional Funds
6/5/2026	5/26/2026	D280	6218--Plant Magic Club	4310--Materials & Supplies	EFT	107803	1,470.05	228.68		910--Instructional Funds
	5/26/2026	D284	6218--Plant Magic Club	4310--Materials & Supplies	EFT	107803	1,470.05	121.77		910--Instructional Funds
	5/26/2026	D281	6218--Plant Magic Club	4310--Materials & Supplies	EFT	107803	1,470.05	318.25		910--Instructional Funds

	5/26/2026	D279	6218--Plant Magic Club	4310--Materials & Supplies	EFT	107803	1,470.05	315.55	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/26/2026	D282	6218--Plant Magic Club	4310--Materials & Supplies	EFT	107803	1,470.05	170.25	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/26/2026	D285	6218--Plant Magic Club	4310--Materials & Supplies	EFT	107803	1,470.05	315.55	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653629	6520--Code Ninjas Torrance	5880--Instructional Vendors &	EFT	107900	1,444.00	1,444.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	4/30/2026	EXCL02-	5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	EFT	107774	1,439.90	371.25	Speech Services April 26	907--Special Education	2053--Excel Academy Charter School - Warner
			5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	EFT	107774	1,439.90	807.40	AT & OT Services April 26	907--Special Education	2053--Excel Academy Charter School - Warner
			5378--Specialized Therapy Services, Inc.	5100--SpEd Consultants and Ven	EFT	107774	1,439.90	261.25	Counseling Services April 26	907--Special Education	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	B-2612653561	6896--360 Krav Maga	5880--Instructional Vendors &	EFT	107870	1,400.00	200.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6896--360 Krav Maga	5880--Instructional Vendors &	EFT	107870	1,400.00	1,200.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/27/2026	2612653922	2144--Waterworks Aquatics Pasadena	5880--Instructional Vendors &	EFT	107748	1,394.30	1,394.30		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/29/2026	2612653611	v3140--Cadenza Music Academy	5880--Instructional Vendors &	EFT	107890	1,300.00	1,300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653843	v3084--Rockstars of Tomorrow Riverside	5880--Instructional Vendors &	EFT	107814	1,300.00	1,300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654925	1648--Portal Languages Fullerton LLC	5880--Instructional Vendors &	EFT	107804	1,300.00	1,300.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/19/2026	2612653722	6783--Kumon Math and Reading Center of Kearn	5880--Instructional Vendors &	EFT	107879	1,231.45	1,231.45		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	B-2612653652	2192--Drawn2Art Northridge	5880--Instructional Vendors &	EFT	107897	1,180.00	1,180.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612654799	6784--Code Ninjas Cerritos	5880--Instructional Vendors &	EFT	107915	1,126.00	1,126.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/7/2026	2612653610	1355--C3 Classes, LLC	5880--Instructional Vendors &	EFT	107742	1,122.92	1,122.92		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653927	5902--Waterworks Swim School Diamond Bar	5880--Instructional Vendors &	EFT	107944	1,116.86	1,116.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/27/2026	B-2612653886	6831--Temecula Clay	5880--Instructional Vendors &	EFT	107856	1,050.00	1,050.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653680	5569--From Scratch Bakers	5880--Instructional Vendors &	EFT	107923	1,050.00	1,050.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/20/2026	2612653567	6517--Academy of Music & Arts Murrieta and Me	5880--Instructional Vendors &	EFT	107882	1,029.00	1,029.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653844	6452--Rowland Heights Music Academy	5880--Instructional Vendors &	EFT	107826	1,028.94	558.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6452--Rowland Heights Music Academy	5880--Instructional Vendors &	EFT	107826	1,028.94	470.94		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	B-2612654865	6116--UNITED SELF DEFENSE STUDIOS -Foothi	5880--Instructional Vendors &	EFT	107744	1,025.00	1,025.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/17/2026	2612653730	1253--LIVE Online Math	5880--Instructional Vendors &	EFT	107801	6,579.98	1,370.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1253--LIVE Online Math	5880--Instructional Vendors &	EFT	107801	6,579.98	5,209.98		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654860	2337--Wildcats Hockey	5880--Instructional Vendors &	EFT	107782	5,971.00	2,869.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2337--Wildcats Hockey	5880--Instructional Vendors &	EFT	107782	5,971.00	3,102.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612653892	1071--Terra Arts Foundation	5880--Instructional Vendors &	EFT	107877	5,434.16	3,814.16		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1071--Terra Arts Foundation	5880--Instructional Vendors &	EFT	107877	5,434.16	1,620.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/29/2026	2612653918	4197--Victoria Knell	5880--Instructional Vendors &	EFT	107773	4,621.43	4,621.43		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/19/2026	2612653911	6680--Touch N Go Soccer Academy IE	5880--Instructional Vendors &	EFT	107799	4,520.00	1,010.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6680--Touch N Go Soccer Academy IE	5880--Instructional Vendors &	EFT	107799	4,520.00	3,510.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	4/30/2026	171982	v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	EFT	107818	3,991.75	643.75	PT, BIS & AT Services Apr. 26	907--Special Education	2073--Excel Academy Charter School - Helendale
	4/30/2026	171984	v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	EFT	107818	3,991.75	756.00	Speech Services Apr. 26	907--Special Education	2073--Excel Academy Charter School - Helendale
			v3100--Oxford Consulting Services, Inc.	5100--SpEd Consultants and Ven	EFT	107818	3,991.75	2,592.00	Speech Services Apr. 26	907--Special Education	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653924	6587--Waterworks Swim School Riverside	5880--Instructional Vendors &	EFT	107920	3,730.41	3,730.41		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/25/2026	B-2612653591	3052--Art Steps, Inc. Laguna Hills	5880--Instructional Vendors &	EFT	107888	2,547.00	2,547.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654938	6360--Safe Swim Academy	5880--Instructional Vendors &	EFT	107797	2,475.00	2,475.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	2612653614	1107--Todd Nash	5880--Instructional Vendors &	EFT	107837	2,470.00	2,470.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653921	1389--Waterworks Aquatics Irvine	5880--Instructional Vendors &	EFT	107844	2,424.94	1,175.44		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1389--Waterworks Aquatics Irvine	5880--Instructional Vendors &	EFT	107844	2,424.94	1,249.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/26/2026	2612653767	1022--Noonan Family Swim School Murrieta	5880--Instructional Vendors &	EFT	107847	2,356.00	2,356.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/21/2026	2612653832	6321--Red Apple Academy	5880--Instructional Vendors &	EFT	107838	2,282.25	2,282.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/15/2026	2612653855	2880--Signing in the Gap	5880--Instructional Vendors &	EFT	20136008618	128.00	128.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/17/2026	2612393919	6145--West Coast Services	5880--Instructional Vendors &	EFT	20136008662	120.00	120.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	B-2612653594	5995--AYCLOGIC Coding Academy for Kids	5880--Instructional Vendors &	EFT	20136008534	100.00	100.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/31/2026	2612501537	5958--Let's Play Music with Laura Varga	5880--Instructional Vendors &	EFT	20136008576	100.00	100.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	B-2612653573	6086--Alicia Jones Coaching	5880--Instructional Vendors &	EFT	20136008533	95.00	95.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/21/2026	2612653758	6473--Music Speaks Studio LLC	5880--Instructional Vendors &	EFT	20136008584	94.50	94.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654960	6193--True Strength Boxing	5880--Instructional Vendors &	EFT	20136008566	90.00	90.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/23/2026	B-2612653617	1784--Celeste Haueter - U Did It	5880--Instructional Vendors &	EFT	20136008644	77.50	77.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	2612350862	2577--Amanda Leigh Holiday	5880--Instructional Vendors &	EFT	20136008629	77.50	77.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/27/2026	2612370986	5482--Elite Academics LLC	5880--Instructional Vendors &	EFT	20136008633	70.00	70.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/21/2026	2612420367	2277--Jamie Butterworth	5880--Instructional Vendors &	EFT	20136008627	68.75	68.75		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	B-2612653869	1540--Stagelight Performing Arts	5880--Instructional Vendors &	EFT	20136008666	66.00	66.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/11/2026	B-2612653565	5808--A Creative Learner	5880--Instructional Vendors &	EFT	20136008639	63.00	63.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654936	6526--Rowe Dance Academy	5880--Instructional Vendors &	EFT	20136008651	60.00	60.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/21/2026	2612412744	2102--Play-Well TEKnologies	5880--Instructional Vendors &	EFT	20136008564	60.00	60.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654893	6488--Mathnasium of Foothill Ranch	5880--Instructional Vendors &	EFT	20136008628	41.87	41.87		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/15/2026	B-2612653760	4162--MusicAlley School of the Arts	5880--Instructional Vendors &	EFT	20136008596	273.00	273.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale

6/5/2026	5/26/2026	B-2612346227	6454--Amy Martinez	5880--Instructional Vendors &	EFT	20136008574	265.00	265.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612588908	6958--Dessert Anatomy	5880--Instructional Vendors &	EFT	20136008648	260.00	260.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612545099	6044--Prado Music Academy	5880--Instructional Vendors &	EFT	20136008597	252.00	252.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/25/2026	2612572694	3336--Debra K. Hardman	5880--Instructional Vendors &	EFT	20136008544	250.00	250.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612601623-	6920--Unbounded Muaythai LLC	5880--Instructional Vendors &	EFT	20136008595	250.00	250.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654818	6639--Expressions Dance & Movement LLC	5880--Instructional Vendors &	EFT	20136008547	249.30	249.30	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612578312	6838--Lake Arrowhead Jiu Jitsu	5880--Instructional Vendors &	EFT	20136008516	244.98	244.98	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612343973	v3089--B & B Music School	5880--Instructional Vendors &	EFT	20136008524	240.00	240.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612557966	3302--The Music Abode	5880--Instructional Vendors &	EFT	20136008590	240.00	240.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/31/2026	2612514379	3101--OC All-Stars Cheer & Dance, Inc.	5880--Instructional Vendors &	EFT	20136008671	235.00	235.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/23/2026	2612653727	6244--Learning Squad OC	5880--Instructional Vendors &	EFT	20136008657	220.00	220.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/30/2026	5880-910	6494--OC Music Shop	5880--Instructional Vendors &	EFT	20136008664	220.00	220.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	5412604680 CS	6492--Mara Music School	5880--Instructional Vendors &	EFT	20136008552	210.00	210.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612573578	4174--FortePiano Music School	5880--Instructional Vendors &	EFT	20136008559	200.00	200.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	2612574330	5523--Kumon Huntington Beach South	5880--Instructional Vendors &	EFT	20136008601	200.00	200.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/24/2026	2612566665	5923--Sektor Jiu Jitsu Rowland Heights	5880--Instructional Vendors &	EFT	20136008578	180.00	180.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/14/2026	2612513926	6448--El Dorado School Of Music LLC	5880--Instructional Vendors &	EFT	20136008579	165.00	165.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/13/2026	2612458289	6708--Musyca Children's Choir	5880--Instructional Vendors &	EFT	20136008611	165.00	165.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/21/2026	SW2026051814	3042--MEL Science US	4100--Textbooks & Core Curricu	EFT	20136008549	161.52	161.52	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612397789	2493--Allemande Music Academy, LLC	5880--Instructional Vendors &	EFT	20136008636	160.00	160.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/22/2026	2026-1154	5884--Master Lee's Kung Fu San Soo	5880--Instructional Vendors &	EFT	20136008525	160.00	160.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612543850	6891--Thinkers Outside the Box	5880--Instructional Vendors &	EFT	20136008635	160.00	160.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/14/2026	2612653736	4146--Mary C. Roberts	5880--Instructional Vendors &	EFT	20136008586	157.50	157.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/12/2026	2612653728	5484--Learning with Laurel	5880--Instructional Vendors &	EFT	20136008567	156.25	156.25	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612412185	5875--Valley Wide Elite Gymnastics	5880--Instructional Vendors &	EFT	20136008581	152.50	152.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612334499	2335--Caique Gracie Brazilian Jiu-Jitsu	5880--Instructional Vendors &	EFT	20136008647	140.00	140.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/26/2026	2612506430	2611--Poiema Studios	5880--Instructional Vendors &	EFT	20136008594	140.00	140.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/23/2026	4730959383	4101--Yvonne Dill Cruz	5880--Instructional Vendors &	EFT	20136008670	135.00	135.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612330538	6860--Canvas Brazilian Jiu Jitsu	5880--Instructional Vendors &	EFT	20136008592	135.00	135.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612330292	4182--NEWSONG Studio	5880--Instructional Vendors &	EFT	20136008677	480.00	480.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	B-2612653582	6459--Archofacts Archaeology	5880--Instructional Vendors &	EFT	20136008672	470.00	470.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612653706	6580--Jammin' Music Inc.	5880--Instructional Vendors &	EFT	20136008674	467.50	467.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/21/2026	2612653837	2298--Riverside Aquatics Association	5880--Instructional Vendors &	EFT	20136008575	450.00	450.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/19/2026	B-2612653619	3126--Champs Universal	5880--Instructional Vendors &	EFT	20136008605	442.75	442.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612653833	1064--Redlands Gymnastics Club	5880--Instructional Vendors &	EFT	20136008617	433.00	433.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612596114	2717--A Tree of Knowledge Educational Services	5880--Instructional Vendors &	EFT	20136008645	420.00	420.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/27/2026	2612653909	1409--To the Pointe Dance Productions	5880--Instructional Vendors &	EFT	20136008561	409.00	409.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/25/2026	5976	3022--Coastal Music Studios	5880--Instructional Vendors &	EFT	20136008641	400.00	400.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	B-2612653651	v3012--Do Re Michelle Music School	5880--Instructional Vendors &	EFT	20136008591	400.00	400.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/25/2026	2612653649	6918--Doodle Art & Design	5880--Instructional Vendors &	EFT	20136008542	390.00	390.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/25/2026	2612653707	5890--Jill Sturkie	5880--Instructional Vendors &	EFT	20136008655	384.00	384.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612654889	5586--Master Jin's Sky Martial Arts	5880--Instructional Vendors &	EFT	20136008555	370.00	370.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/30/2026	B-2612653592	6597--Arts Development School of Music	5880--Instructional Vendors &	EFT	20136008583	365.60	365.60	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/14/2026	2612653858	3025--IncludEDucation	5880--Instructional Vendors &	EFT	20136008526	360.00	360.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	20260602-001	5686--Huntington Learning Center	5880--Instructional Vendors &	EFT	20136008643	360.00	360.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/27/2026	2612590856	6857--Mathnasium of Sherman Oaks	5880--Instructional Vendors &	EFT	20136008614	360.00	360.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612619669	1937--Play Your Part, Inc.	5880--Instructional Vendors &	EFT	20136008593	360.00	360.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653564	6830--5.0 Evolved Martial Arts	5880--Instructional Vendors &	EFT	20136008613	358.00	358.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/18/2026	B-2612653659	5606--Earthroots Field School	5880--Instructional Vendors &	EFT	20136008558	346.00	346.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	B-2612653823	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	20136008616	340.00	180.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	2612357863	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	20136008616	340.00	160.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612654874	1419--Kick It Up Kidz LLC	5880--Instructional Vendors &	EFT	20136008540	325.44	243.44	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1419--Kick It Up Kidz LLC	5880--Instructional Vendors &	EFT	20136008540	325.44	82.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653877	6736--Sunrise Vaulters Inc	5880--Instructional Vendors &	EFT	20136008634	325.00	325.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/14/2026	2612653831	2610--Rebecca Linn Starbeck	5880--Instructional Vendors &	EFT	20136008572	320.00	320.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner

6/5/2026	6/2/2026	2612360705	6618--10th Planet Jiu Jitsu - Costa Mesa	5880--Instructional Vendors &	EFT	20136008603	319.98	319.98	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/16/2026	2612365511	6444--Illuminway Educational Services	5880--Instructional Vendors &	EFT	20136008530	310.00	310.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653710	3301--Karen J Smith	5880--Instructional Vendors &	EFT	20136008543	305.00	305.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/21/2026	2612495785-	5529--Lanterns Global LLC	5880--Instructional Vendors &	EFT	20136008523	299.00	299.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612530597	6950--Mathnasium of La Habra Heights	5880--Instructional Vendors &	EFT	20136008565	290.00	290.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/21/2026	2612653904	4120--The Collective Movements	5880--Instructional Vendors &	EFT	20136008529	285.00	285.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/25/2026	2612653696	1971--Abby Zabby LLC DBA Home School Coach	5880--Instructional Vendors &	EFT	20136008680	2,301.25	130.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1971--Abby Zabby LLC DBA Home School Coach	5880--Instructional Vendors &	EFT	20136008680	2,301.25	2,171.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	B-2612654912	1500--Optimus Learning School	5880--Instructional Vendors &	EFT	20136008568	695.00	380.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1500--Optimus Learning School	5880--Instructional Vendors &	EFT	20136008568	695.00	315.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	B-2612653630	2279--Cogito International, Inc	5880--Instructional Vendors &	EFT	20136008569	686.40	686.40	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/26/2026	B-2612653635	3172--Dancing Keys Music Studio LLC	5880--Instructional Vendors &	EFT	20136008608	674.00	674.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653657	2269--Dunamix Dance Project, Inc	5880--Instructional Vendors &	EFT	20136008673	670.00	670.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/22/2026	B-2612653879	2030--Suzuki Piano and Ultimate Music Theory (	5880--Instructional Vendors &	EFT	20136008519	669.00	669.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/23/2026	2612653712	v3080--Kaser Arts	5880--Instructional Vendors &	EFT	20136008535	664.28	75.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			v3080--Kaser Arts	5880--Instructional Vendors &	EFT	20136008535	664.28	589.28	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654914	6737--Opus Music School	5880--Instructional Vendors &	EFT	20136008546	660.00	660.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612654870	6455--Keika Mori Music Studio	5880--Instructional Vendors &	EFT	20136008654	652.00	652.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	4194	4194--Institute of Art, Music & Science	5880--Instructional Vendors &	EFT	20136008538	642.00	642.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/18/2026	B-2612653876	6234--Sundae Music Group LLC	5880--Instructional Vendors &	EFT	20136008632	630.00	630.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653685	3004--German School Campus, Inc.	5880--Instructional Vendors &	EFT	20136008541	610.00	610.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/21/2026	B-2612653847	6320--RYSK Jui-Jitsu LLC	5880--Instructional Vendors &	EFT	20136008621	598.00	598.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612552115	6359--Prospect Soccer Academy	5880--Instructional Vendors &	EFT	20136008580	598.00	598.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653839	2381--Robin Young Pottery	5880--Instructional Vendors &	EFT	20136008598	590.00	590.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653753	6024--Monica L. Silvey	5880--Instructional Vendors &	EFT	20136008646	590.00	590.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654970	3212--WriteAtHome, Inc.	5880--Instructional Vendors &	EFT	20136008625	588.50	588.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/15/2026	2612653875	6787--Strengthflex Athletics LLC	5880--Instructional Vendors &	EFT	20136008607	585.00	585.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/26/2026	2612652902	3012--Stars Gymnastics LLC	5880--Instructional Vendors &	EFT	20136008536	559.82	559.82	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	2612653913	5877--Ultra Jiu Jitsu Academy	5880--Instructional Vendors &	EFT	20136008630	555.00	185.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5877--Ultra Jiu Jitsu Academy	5880--Instructional Vendors &	EFT	20136008630	555.00	370.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/12/2026	337052132	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008589	548.56	29.90	918--Virtual Education	2073--Excel Academy Charter School - Helendale
			5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008589	548.56	48.78	918--Virtual Education	2053--Excel Academy Charter School - Warner
	5/12/2026	337051886	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008589	548.56	89.28	918--Virtual Education	2053--Excel Academy Charter School - Warner
			5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008589	548.56	54.72	918--Virtual Education	2073--Excel Academy Charter School - Helendale
	5/12/2026	337100299	5395--TeachersPayTeachers	4310--Materials & Supplies	EFT	20136008589	548.56	22.21	918--Virtual Education	2073--Excel Academy Charter School - Helendale
			5395--TeachersPayTeachers	4310--Materials & Supplies	EFT	20136008589	548.56	36.24	918--Virtual Education	2053--Excel Academy Charter School - Warner
	5/12/2026	337051576	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008589	548.56	54.72	918--Virtual Education	2073--Excel Academy Charter School - Helendale
			5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008589	548.56	89.28	918--Virtual Education	2053--Excel Academy Charter School - Warner
	5/12/2026	337051324	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008589	548.56	46.90	918--Virtual Education	2073--Excel Academy Charter School - Helendale
			5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008589	548.56	76.53	918--Virtual Education	2053--Excel Academy Charter School - Warner
6/5/2026	5/17/2026	2612653872	2505--STEM Center USA	5880--Instructional Vendors &	EFT	20136008602	530.00	530.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612654759	6957--Art of Jiu Jitsu MISSION VIEJO LLC	5880--Instructional Vendors &	EFT	20136008551	530.00	530.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	B-2612653633	5520--Creative Academy Tutoring Center	5880--Instructional Vendors &	EFT	20136008539	521.37	521.37	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654906	1377--Olympia Training Center	5880--Instructional Vendors &	EFT	20136008528	520.00	115.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1377--Olympia Training Center	5880--Instructional Vendors &	EFT	20136008528	520.00	405.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/18/2026	2612653641	5814--Desert Coast Learning LLC	5880--Instructional Vendors &	EFT	20136008667	511.47	511.47	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653666	6833--Empire Athletics Corp	5880--Instructional Vendors &	EFT	20136008532	506.00	506.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612564895	6908--Huntington Learning Center Laguna Niguı	5880--Instructional Vendors &	EFT	20136008665	500.00	500.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/23/2026	2612653674	v3022--Fired Up Arts	5880--Instructional Vendors &	EFT	20136008610	489.00	489.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/25/2026	2612430538	6906--Education Station LLC	5880--Instructional Vendors &	EFT	20136008588	484.50	484.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654819	6725--FitSports Kinetics	5880--Instructional Vendors &	EFT	20136008527	1,098.00	1,098.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	B-2612654890	6843--Mathnasium of Chino South	5880--Instructional Vendors &	EFT	20136008637	1,097.00	339.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6843--Mathnasium of Chino South	5880--Instructional Vendors &	EFT	20136008637	1,097.00	758.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	B-2612654903	5532--Nuestra Escuelita Spanish Academy	5880--Instructional Vendors &	EFT	20136008585	1,044.00	338.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5532--Nuestra Escuelita Spanish Academy	5880--Instructional Vendors &	EFT	20136008585	1,044.00	706.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	B-2612653580	6125--Applause Music Academy Rancho Cucamc	5880--Instructional Vendors &	EFT	20136008660	1,032.00	1,032.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	2612654833	1414--Fun with Horses	5880--Instructional Vendors &	EFT	20136008668	1,030.00	1,030.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/27/2026	B-2612653602	6312--Boaz Rhythm Center Inc	5880--Instructional Vendors &	EFT	20136008615	1,028.77	116.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6312--Boaz Rhythm Center Inc	5880--Instructional Vendors &	EFT	20136008615	1,028.77	912.77	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/19/2026	2612653932	1033--WM Music Lessons	5880--Instructional Vendors &	EFT	20136008678	1,015.00	120.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1033--WM Music Lessons	5880--Instructional Vendors &	EFT	20136008678	1,015.00	895.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654920	5881--Peace Love & Dance, LLC	5880--Instructional Vendors &	EFT	20136008548	1,000.35	1,000.35	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/31/2026	2612653744	5680--Mathnasium of Torrance	5880--Instructional Vendors &	EFT	20136008622	991.25	791.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	6/2/2026	2612540293	5680--Mathnasium of Torrance	5880--Instructional Vendors &	EFT	20136008622	991.25	200.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale

6/5/2026	6/2/2026	2612654827	6111--Freedom in Motion Loma Linda	5880--Instructional Vendors &	EFT	20136008573	971.00	971.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/29/2026	2612653596	6453--B Rauhty Baseball and Softball	5880--Instructional Vendors &	EFT	20136008599	964.31	964.31	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/18/2026	2612653568	3030--Alternative Choices in Education	5880--Instructional Vendors &	EFT	20136008517	960.00	960.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/30/2026	2612653613	6681--Cal Heights Music	5880--Instructional Vendors &	EFT	20136008676	922.00	922.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	B-2612654946	1412--South Coast Conservatory	5880--Instructional Vendors &	EFT	20136008554	910.00	910.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/3/2026	2612654746	1879--Anaheim Ballet School	5880--Instructional Vendors &	EFT	20136008531	904.00	904.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	3/22/2026	6869-041926	6869--T-Mobile	5910--Telephone	EFT	20136008649	858.60	326.27	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			6869--T-Mobile	5910--Telephone	EFT	20136008649	858.60	532.33	912--Administration/Office	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654835	6348--Gemstone Gymnastics LLC	5880--Instructional Vendors &	EFT	20136008653	830.25	830.25	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	B-2612653738	6933--Math Man Olmedo LLC	5880--Instructional Vendors &	EFT	20136008626	820.00	820.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/31/2026	2612653709	6230--Just Us Learners	5880--Instructional Vendors &	EFT	20136008642	818.00	818.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/30/2026	2612653718	4186--Kidz Golf Club	5880--Instructional Vendors &	EFT	20136008521	800.00	800.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654825	6108--Freedom in Motion, Riverside	5880--Instructional Vendors &	EFT	20136008563	796.00	796.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/21/2026	2612653848	5841--San Diego Surfing School Inc.	5880--Instructional Vendors &	EFT	20136008514	750.00	750.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	B-2612653578	6124--Applause Music Academy Glendora	5880--Instructional Vendors &	EFT	20136008582	729.77	729.77	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/27/2026	2612653606	6713--British Swim School of Westside Los Ange	5880--Instructional Vendors &	EFT	20136008638	727.10	727.10	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	B-2612654876	6717--Konversion Fit	5880--Instructional Vendors &	EFT	20136008640	727.00	727.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653624	2017--Claremont Community School of Music	5880--Instructional Vendors &	EFT	20136008518	722.50	255.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2017--Claremont Community School of Music	5880--Instructional Vendors &	EFT	20136008518	722.50	467.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/18/2026	B-2612653597	6313--Barnyard Buddies LLC	5880--Instructional Vendors &	EFT	20136008652	715.00	715.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/17/2026	2612653864	2583--Spanish Advantage de Sra Garner	5880--Instructional Vendors &	EFT	20136008522	700.00	700.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/30/2026	2612653836	6051--Riffs Music	5880--Instructional Vendors &	EFT	20136008553	700.00	700.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/1/2026	2612654739	6973--4PM Dance	5880--Instructional Vendors &	EFT	20136008600	699.00	699.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	4/20/2026	1PCC - KTJ X - J7G4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	7.91	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/18/2026	1CWC - VD4H - WV94	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	9.68	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/24/2026	196P - TLM6-1VVV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	19.38	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/22/2026	14CW - N9HX - JCGG	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	10.33	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	16.85	912--Administration/Office	2053--Excel Academy Charter School - Warner
	4/20/2026	1CNX - WDCT - YX7Y	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	135.70	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1QNX-313X-KF99	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	209.84	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1NT1 - RY76 - N6FQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	47.15	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/22/2026	16X3 - LKD9 - HFM7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	9.95	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/22/2026	14CW - N9HX - 1PHT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	84.74	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	11DL - 9Y1Y - WP4X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	256.51	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/23/2026	1VNF-1GYV-Q1PL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	12.82	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1KKN - THYP - V3HM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	317.87	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/19/2026	16V6 - Y6J D - KX4N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	1.72	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1NT1-RY76-XHMD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	252.28	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/22/2026	1QC9 - XQKH - MFDH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	195.94	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1FK4-F3KR-9VCM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	94.70	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1LRM - 1D41-4H63	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	109.54	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1K3Y-99PT-4KH7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	82.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/21/2026	14DR - 6XY7-7TPT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	153.07	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1937 - WLLL - 3XNC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	206.30	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	177F - LNH3 - WN6W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	46.21	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/13/2026	1LKV-KC4K-H6MJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	6.67	914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	4.09	914--Community Engagement	2073--Excel Academy Charter School - Helendale
	4/20/2026	1TXM - QKGY - W634	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	40.23	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	13QR - TQ7C - Y3JX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	130.21	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1LRM-1D41-4PNR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	90.45	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1GFH - MPPR - YKFH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	42.01	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/13/2026	1QQV - LD4D - MPJV	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	4.09	914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	6.67	914--Community Engagement	2053--Excel Academy Charter School - Warner
	4/20/2026	1GXH - X4KM - YTNQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	100.22	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1CJ P - FH6R - 1CXY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	16.30	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1XJ9 - VTXX - CKVY	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	174.41	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/15/2026	13KW - C3VN - 6J XM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	13.86	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/13/2026	1DTM - VL1X - M97M	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	4.20	914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	6.84	914--Community Engagement	2053--Excel Academy Charter School - Warner
	5/3/2026	1RMC - 9KCF - HWDR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	21.94	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/21/2026	1HM7 - QGMR - RX4T	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	17.37	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/27/2026	1PFG-NH6J-MPLW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	41.15	916--Elementary Education	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	67.13	916--Elementary Education	2053--Excel Academy Charter School - Warner
	5/20/2026	1CNM - DL3V - 3GDT	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	52.10	917--Secondary Education	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	31.93	917--Secondary Education	2073--Excel Academy Charter School - Helendale
	5/1/2026	139W - YY4X - KYXT	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	35.16	907--Special Education	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	57.36	907--Special Education	2053--Excel Academy Charter School - Warner
	4/20/2026	13QR - TQ7C - WCMM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	153.80	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1QNX - 313X - WYM3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	258.01	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1QL1-9PYK-WNWH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	64.04	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	16CF - VTQ7 - V6CM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	221.02	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1XMG - TPWW - QJR4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	27.55	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1XMG - TPWW - VQFJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	21.54	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	16KH - T7LN - 36D4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	29.57	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/21/2026	1LRM - 1D41 - QWKK	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	64.28	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	104.89	912--Administration/Office	2053--Excel Academy Charter School - Warner
	4/18/2026	113V-1FQK-VM6C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	22.92	917--Secondary Education	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	14.04	917--Secondary Education	2073--Excel Academy Charter School - Helendale
	5/13/2026	1GWP - 3J D6 - LPL1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	16.93	914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	27.63	914--Community Engagement	2053--Excel Academy Charter School - Warner
	4/20/2026	1R9X-4RTX-13P3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	125.61	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/13/2026	1QQV - LD4D - F6M6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	4.09	914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	6.67	914--Community Engagement	2053--Excel Academy Charter School - Warner
	4/24/2026	1VQG - N777 - K7FK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	252.54	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1Y1T - K96L - XTTX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	14.81	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/19/2026	1Q4Q - J LVT - FWV9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	8.69	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/19/2026	1HFP - DHK7-7QH7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	109.90	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1CNX - WDCT - LWNW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	7.26	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1R4W - MWK3-44D9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	209.22	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	19LT-9H1N-TNWG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	28.54	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/23/2026	1GHD - 1YH1 - N3N4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	65.39	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1GFH - MPPR - NJ CD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	105.42	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	14R4-4F9N - XFC3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	21.54	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/2/2026	167V - 4P7N - 314P	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	32.61	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/20/2026	1333 - CGK1 - GCFC	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	137.64	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008631	6,353.67	224.58	912--Administration/Office	2053--Excel Academy Charter School - Warner
	4/23/2026	1V7T-QPXT-P66K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	11.02	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1QL1-9PYK-YFKD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	133.42	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	11VY - TG94-1M61	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	155.59	910--Instructional Funds	2053--Excel Academy Charter School - Warner

	4/20/2026	1MKX - N6KL - 1GFH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	131.38	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/1/2026	19JY - GHRH - R1YD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	12.14	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/18/2026	1KGX-9CLC-QWMC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	36.64	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	16FP - QWRG - 3J QD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	161.60	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/22/2026	117P - 67R7-61NF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	54.31	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	14DR - 6XY7-1M3N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	4.83	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/13/2026	1LKV - KC4K - MQLM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	4.13	914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	6.73	914--Community Engagement	2053--Excel Academy Charter School - Warner
	4/24/2026	17GT - R7NT - HKCP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008631	6,353.67	15.63	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/12/2026	2612653871	5473--STEAM Academy	5880--Instructional Vendors &	EFT	20136008650	8,431.64	8,431.64	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/30/2026	B-2612653604	4181--Brainery Bits	5880--Instructional Vendors &	EFT	20136008669	4,864.00	4,864.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/28/2026	2612653764	3005--New California Conservatory of Music	5880--Instructional Vendors &	EFT	20136008545	4,655.00	1,080.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			3005--New California Conservatory of Music	5880--Instructional Vendors &	EFT	20136008545	4,655.00	3,575.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/19/2026	2612653933	4121--WM Music and Tutoring Inc	5880--Instructional Vendors &	EFT	20136008562	3,862.11	1,240.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			4121--WM Music and Tutoring Inc	5880--Instructional Vendors &	EFT	20136008562	3,862.11	2,622.11	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	B-2612654934	3310--Rockside Music Inc	5880--Instructional Vendors &	EFT	20136008604	3,794.21	2,862.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			3310--Rockside Music Inc	5880--Instructional Vendors &	EFT	20136008604	3,794.21	932.21	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	B-2612654931	3078--Rock Creek Education Center	5880--Instructional Vendors &	EFT	20136008515	3,110.00	3,110.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653609	1126--Buzzy Mae Music Academy LLC	5880--Instructional Vendors &	EFT	20136008612	3,081.25	1,581.25	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1126--Buzzy Mae Music Academy LLC	5880--Instructional Vendors &	EFT	20136008612	3,081.25	1,500.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/20/2026	2612653936	1586--Writtenburg Door	5880--Instructional Vendors &	EFT	20136008556	2,679.25	1,851.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1586--Writtenburg Door	5880--Instructional Vendors &	EFT	20136008556	2,679.25	828.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	2612653679	4184--Free Society Academics	5880--Instructional Vendors &	EFT	20136008571	2,607.19	1,226.19	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			4184--Free Society Academics	5880--Instructional Vendors &	EFT	20136008571	2,607.19	1,381.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/20/2026	2612653601	3329--Blue Buoy Swim School	5880--Instructional Vendors &	EFT	20136008577	2,499.80	2,499.80	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/13/2026	2612653747	6404--Miller Music Academy	5880--Instructional Vendors &	EFT	20136008557	2,458.75	2,458.75	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653671	1789--Fashion Camp - Create. Design. Sew. LLC	5880--Instructional Vendors &	EFT	20136008550	2,360.98	1,889.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1789--Fashion Camp - Create. Design. Sew. LLC	5880--Instructional Vendors &	EFT	20136008550	2,360.98	471.98	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	B-2612654857	1304--Intro 2 Skateboarding LLC	5880--Instructional Vendors &	EFT	20136008609	2,279.19	1,829.19	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1304--Intro 2 Skateboarding LLC	5880--Instructional Vendors &	EFT	20136008609	2,279.19	450.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/25/2026	2612653845	6541--RSL Aquatics	5880--Instructional Vendors &	EFT	20136008656	1,990.57	1,710.57	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6541--RSL Aquatics	5880--Instructional Vendors &	EFT	20136008656	1,990.57	280.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	4/20/2026	1Y1T-K96L-W3KF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	218.08	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1MKX - N6KL - 1WLJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	65.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/13/2026	1TCH - RPLL - HLLX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	4.09	914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	6.67	914--Community Engagement	2053--Excel Academy Charter School - Warner
	4/24/2026	16KP-CPG6-CM9N	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	9.34	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1KKN - THYP - W69V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	166.51	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/13/2026	1RDY - MGW9 - FVVX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	4.15	914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	6.76	914--Community Engagement	2053--Excel Academy Charter School - Warner
	4/20/2026	1V3Y - R4MT - 1MV9	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	202.71	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	14R4-4F9N - YNPT	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	101.75	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/23/2026	1MFH-6LLM-79QV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	29.06	903--Assessment	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	47.42	903--Assessment	2053--Excel Academy Charter School - Warner
	4/27/2026	1DL7 - PFVD - HH3G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	75.46	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/29/2026	139R-1PJ6-NJN3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	12.03	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/19/2026	1M3L - KT7M - 6MTN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	494.65	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	1F7Q - 97MD - 19KD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	95.48	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	4/20/2026	19LT - 9H1N - W1VX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	189.58	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	1QNX-313X-YPYH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008663	1,864.12	135.13	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654863	v3067--K2 Studios, LLC	5880--Instructional Vendors &	EFT	20136008560	1,826.00	580.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			v3067--K2 Studios, LLC	5880--Instructional Vendors &	EFT	20136008560	1,826.00	1,246.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/26/2026	2612653860	6036--Sokol Gymnastics LLC	5880--Instructional Vendors &	EFT	20136008658	1,785.00	1,465.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6036--Sokol Gymnastics LLC	5880--Instructional Vendors &	EFT	20136008658	1,785.00	320.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/1/2026	B-2612654847	2177--Greenwave Surf Inc	5880--Instructional Vendors &	EFT	20136008661	1,686.47	1,686.47	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/28/2026	2612653566	2022--A Plus In Home Tutors, Inc. dba Firefly Tu	5880--Instructional Vendors &	EFT	20136008587	1,650.00	1,650.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	2612654823	6355--Freedom in Motion Gym Murrieta	5880--Instructional Vendors &	EFT	20136008620	1,492.00	1,492.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653835	6503--Riding in Riverside - Lea Arenas	5880--Instructional Vendors &	EFT	20136008679	1,355.00	1,355.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/31/2026	B-2612653739	6382--Mathnasium of Bixby Knolls	5880--Instructional Vendors &	EFT	20136008520	1,350.00	1,350.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	5/15/2026	B-2612653581	1370--The Arbor Learning Community	5880--Instructional Vendors &	EFT	20136008659	1,232.00	968.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1370--The Arbor Learning Community	5880--Instructional Vendors &	EFT	20136008659	1,232.00	264.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/5/2026	6/2/2026	B-2612654908	v3093--One Jiu Jitsu and Fitness	5880--Instructional Vendors &	EFT	20136008623	1,230.00	1,230.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/27/2026	2612653691	2383--Guitar Ninjas	5880--Instructional Vendors &	EFT	20136008624	1,201.18	881.18	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2383--Guitar Ninjas	5880--Instructional Vendors &	EFT	20136008624	1,201.18	320.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/26/2026	B-2612653690	6499--Guitar Lessons by Chris, Inc.	5880--Instructional Vendors &	EFT	20136008606	1,150.00	1,150.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	2612653665	1376--EMH Sports USA, Inc.	5880--Instructional Vendors &	EFT	20136008675	1,145.00	585.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1376--EMH Sports USA, Inc.	5880--Instructional Vendors &	EFT	20136008675	1,145.00	560.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	5/29/2026	B-2612653749	6679--Mission Jiu Jitsu LLC	5880--Instructional Vendors &	EFT	20136008619	1,106.00	1,106.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/5/2026	6/2/2026	B-2612654949	1478--Sylvan Learning Center Sherman Oaks	5880--Instructional Vendors &	EFT	20136008570	1,104.00	1,104.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/8/2026	5/15/2026	2612653620	2246--Chef Tech Cooking School	5880--Instructional Vendors &	EFT	20136008694	1,020.00	520.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			2246--Chef Tech Cooking School	5880--Instructional Vendors &	EFT	20136008694	1,020.00	500.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/8/2026	5/26/2026	2612653842	2107--Rockstars of Tomorrow, Inc - Norco	5880--Instructional Vendors &	EFT	20136008695	825.00	495.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2107--Rockstars of Tomorrow, Inc - Norco	5880--Instructional Vendors &	EFT	20136008695	825.00	330.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/8/2026	5/29/2026	2612653677	5936--Flow Academy Jiu Jitsu	5880--Instructional Vendors &	EFT	20136008696	735.00	185.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5936--Flow Academy Jiu Jitsu	5880--Instructional Vendors &	EFT	20136008696	735.00	550.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/8/2026	5/26/2026	2612653841	3306--Rockstars of Tomorrow, Inc. - Chino Hills	5880--Instructional Vendors &	EFT	20136008693	660.00	495.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			3306--Rockstars of Tomorrow, Inc. - Chino Hills	5880--Instructional Vendors &	EFT	20136008693	660.00	165.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/8/2026	5/14/2026	2612332205	3261--High School Math Live, LLC	5880--Instructional Vendors &	EFT	20136008699	340.00	340.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/8/2026	5/23/2026	2612423796	6035--Karin Leonard	5880--Instructional Vendors &	EFT	20136008703	295.00	295.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner

6/8/2026	5/20/2026	64504	6925--Gym Trix Inc.	5880--Instructional Vendors &	EFT	20136008700	230.00	115.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/20/2026	64503	6925--Gym Trix Inc.	5880--Instructional Vendors &	EFT	20136008700	230.00	115.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/8/2026	5/18/2026	2612495437	2288--Kicks Taekwondo Riverside Inc.	5880--Instructional Vendors &	EFT	20136008692	150.00	150.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/8/2026	5/26/2026	2612653637	5654--Denise Williams	5880--Instructional Vendors &	EFT	20136008686	2,590.00	1,970.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5654--Denise Williams	5880--Instructional Vendors &	EFT	20136008686	2,590.00	620.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/8/2026	5/20/2026	2612653695	1005--Holly Dodson	5880--Instructional Vendors &	EFT	20136008689	2,190.00	370.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1005--Holly Dodson	5880--Instructional Vendors &	EFT	20136008689	2,190.00	1,820.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/8/2026	6/2/2026	B-2612654883	5535--Little Surf Co.	5880--Instructional Vendors &	EFT	20136008685	1,354.03	818.07		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5535--Little Surf Co.	5880--Instructional Vendors &	EFT	20136008685	1,354.03	535.96		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/8/2026	5/29/2026	2612653772	v3076--On Pointe Productions LLC	5880--Instructional Vendors &	EFT	20136008691	1,255.00	250.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			v3076--On Pointe Productions LLC	5880--Instructional Vendors &	EFT	20136008691	1,255.00	1,005.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/8/2026	5/24/2026	2612653714	5574--Kelly Saldivar Performance Horses	5880--Instructional Vendors &	EFT	20136008684	720.00	360.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5574--Kelly Saldivar Performance Horses	5880--Instructional Vendors &	EFT	20136008684	720.00	360.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/8/2026	5/18/2026	B-2612653834	6202--Reign Equine Riding	5880--Instructional Vendors &	EFT	20136008690	640.00	320.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6202--Reign Equine Riding	5880--Instructional Vendors &	EFT	20136008690	640.00	320.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/8/2026	5/22/2026	2612653748	2244--Miss Crady the Math Lady	5880--Instructional Vendors &	EFT	20136008688	574.75	374.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2244--Miss Crady the Math Lady	5880--Instructional Vendors &	EFT	20136008688	574.75	200.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/8/2026	5/26/2026	2612653939	4127--Meena Yoon	5880--Instructional Vendors &	EFT	20136008682	380.00	140.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			4127--Meena Yoon	5880--Instructional Vendors &	EFT	20136008682	380.00	240.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/8/2026	5/28/2026	2612653713	5674--KC Tutoring	5880--Instructional Vendors &	EFT	20136008683	300.00	180.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5674--KC Tutoring	5880--Instructional Vendors &	EFT	20136008683	300.00	120.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/8/2026	6/3/2026	2612653734	6631--Makenna's Voice Studio	5880--Instructional Vendors &	EFT	20136008687	273.00	218.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6631--Makenna's Voice Studio	5880--Instructional Vendors &	EFT	20136008687	273.00	55.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/8/2026	6/1/2026	2612654761	v3054--Ascent Institute for Youth Skills Develop	5880--Instructional Vendors &	EFT	20136008681	3,379.00	3,149.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			v3054--Ascent Institute for Youth Skills Develop	5880--Instructional Vendors &	EFT	20136008681	3,379.00	230.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/9/2026	3/17/2026	R11917	5767--City of Lake Forest	5610--Facility Rents & Leases	Printed Check	30154	1,093.49	677.96	Permit R11917	912--Administration/Office	2053--Excel Academy Charter School - Warner
			5767--City of Lake Forest	5610--Facility Rents & Leases	Printed Check	30154	1,093.49	415.53	Permit R11917	912--Administration/Office	2073--Excel Academy Charter School - Helendale
6/9/2026	4/15/2026	SINV-294300	6053--Sage Intacct, Inc.	9330--Prepaid Expenses	EFT	20136008537	55,680.00	34,521.60		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			6053--Sage Intacct, Inc.	9330--Prepaid Expenses	EFT	20136008537	55,680.00	21,158.40		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
6/9/2026	5/27/2026	2612653763	3308--My Learning Studio	5880--Instructional Vendors &	EFT	20136008702	4,145.00	2,441.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			3308--My Learning Studio	5880--Instructional Vendors &	EFT	20136008702	4,145.00	1,704.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/9/2026	5/29/2026	2612653865	4111--Spanish Time 123	5880--Instructional Vendors &	EFT	20136008697	1,847.50	802.50		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			4111--Spanish Time 123	5880--Instructional Vendors &	EFT	20136008697	1,847.50	1,045.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/9/2026	5/27/2026	2612653719	6217--Kirsten A Lewis	5880--Instructional Vendors &	EFT	20136008704	1,430.00	1,430.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/9/2026	5/18/2026	2612653598	4153--Beach Tutors	5880--Instructional Vendors &	EFT	20136008701	1,218.00	888.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			4153--Beach Tutors	5880--Instructional Vendors &	EFT	20136008701	1,218.00	330.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/9/2026	5/29/2026	2612653632	2964--Corona Inline	5880--Instructional Vendors &	EFT	20136008698	1,040.00	940.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			2964--Corona Inline	5880--Instructional Vendors &	EFT	20136008698	1,040.00	100.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/10/2026	3/24/2026	B-2612593391	6843--Mathnasium of Chino South	5880--Instructional Vendors &	EFT	Voided - 106990	-339.00	-339.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/12/2026	5/29/2026	B-2612653823	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	Voided - 20136008616	-340.00	-180.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	2612357863	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	Voided - 20136008616	-340.00	-160.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/12/2026	3/24/2026	B-2612593391	6843--Mathnasium of Chino South	5880--Instructional Vendors &	EFT	20136008705	339.00	339.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/15/2026	5980-061526	5980--Secretary of State - Business Programs D	5860--Service Fees	Printed Check	30155	35.00	21.70		912--Administration/Office	2053--Excel Academy Charter School - Warner
			5980--Secretary of State - Business Programs D	5860--Service Fees	Printed Check	30155	35.00	13.30		912--Administration/Office	2073--Excel Academy Charter School - Helendale
6/15/2026	3/1/2026	20230707	5564--Parsec Education	9330--Prepaid Expenses	EFT	108019	21,819.60	8,291.45		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5564--Parsec Education	9330--Prepaid Expenses	EFT	108019	21,819.60	13,528.15		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
6/15/2026	5/23/2026	6144382770	5421--Verizon Wireless	5910--Telephone	EFT	108017	6,494.80	2,468.02		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5421--Verizon Wireless	5910--Telephone	EFT	108017	6,494.80	4,026.78		912--Administration/Office	2053--Excel Academy Charter School - Warner
6/15/2026	5/26/2026	CI-32-00000536	6768--SIFT Enterprises Inc.	9330--Prepaid Expenses	EFT	108018	6,483.00	2,463.54		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			6768--SIFT Enterprises Inc.	9330--Prepaid Expenses	EFT	108018	6,483.00	4,019.46		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
6/15/2026	6/10/2026	B-2612657003	6881--Gracie Barra El Monte	5880--Instructional Vendors &	EFT	107976	149.00	149.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/9/2026	B-2612657005	1253--LIVE Online Math	5880--Instructional Vendors &	EFT	107960	132.00	132.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/9/2026	B-2612657001	1117--Drawn2Art Montrose	5880--Instructional Vendors &	EFT	108016	120.00	120.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	1/30/2026	INV/2026/00213	1218--Montessori Outlet	4310--Materials & Supplies	EFT	108011	102.18	102.18		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	INV-08407-A	5776--Alboum Translation Service	5800--Professional Services -	EFT	107968	100.00	38.00	IEP Review - J. Murrillo	907--Special Education	2073--Excel Academy Charter School - Helendale
			5776--Alboum Translation Service	5800--Professional Services -	EFT	107968	100.00	62.00	IEP Review - J. Murrillo	907--Special Education	2053--Excel Academy Charter School - Warner
6/15/2026	6/4/2026	2784	2806--Brain Builders STEM Education	4310--Materials & Supplies	EFT	107988	72.32	72.32		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/8/2026	B-2612656997	2502--Creating New Pathways	5880--Instructional Vendors &	EFT	107999	60.00	60.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/9/2026	B-2612657011	v3125--Strategic Kids LLC	5880--Instructional Vendors &	EFT	107966	51.20	51.20		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/4/2026	2612655748	6343--Oz Academy of Music	5880--Instructional Vendors &	EFT	107990	834.00	834.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/6/2026	526	5277--Kids in Motion Pediatric Therapy	5100--SpEd Consultants and Ven	EFT	108014	787.50	337.50	OT Services May 26	907--Special Education	2073--Excel Academy Charter School - Helendale
			5277--Kids in Motion Pediatric Therapy	5100--SpEd Consultants and Ven	EFT	108014	787.50	450.00	Speech Services May 26	907--Special Education	2073--Excel Academy Charter School - Helendale
6/15/2026	5/21/2026	B-2612653899	v16222--The Claremont Club	5880--Instructional Vendors &	EFT	107987	740.00	740.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/7/2026	B-2612655947	6028--Kumon Math and Reading of Norco	5880--Instructional Vendors &	EFT	107994	700.00	700.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/10/2026	2612657012	6014--TOCA Soccer	5880--Instructional Vendors &	EFT	107963	698.00	698.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/9/2026	2612657008	5514--Pleasant Street Stable	5880--Instructional Vendors &	EFT	108003	600.00	600.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/5/2026	B-2612655948	6894--Mrs. Chang's Music Studio for Kids	5880--Instructional Vendors &	EFT	108012	585.00	585.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/9/2026	B-2612657002	6142--Fullerton Family YMCA	5880--Instructional Vendors &	EFT	108007	564.33	91.33		910--Instructional Funds	2073--Excel Academy Charter School - Helendale

			6142--Fullerton Family YMCA	5880--Instructional Vendors &	EFT	108007	564.33	473.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612655743	6126--Momentum Acrobatics	5880--Instructional Vendors &	EFT	107992	556.00	556.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/8/2026	B-2612656998	6567--Gracie Humaita Hemet	5880--Instructional Vendors &	EFT	107995	520.00	520.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612655755	6587--Waterworks Swim School Riverside	5880--Instructional Vendors &	EFT	107974	489.88	489.88	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/2/2026	B-2612654772	6909--Carlson Gracie Jiu Jitsu Menifee	5880--Instructional Vendors &	EFT	107986	465.00	465.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/5/2026	B-2612655955	v3104--Yamaha Music Academy of Fullerton	5880--Instructional Vendors &	EFT	107983	426.00	426.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/2/2026	B-2612654766	4103--Beth Gillis	5880--Instructional Vendors &	EFT	107962	406.00	406.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/10/2026	2612657004	6338--Inland Tutoring	5880--Instructional Vendors &	EFT	107970	400.00	400.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/1/2026	14943	5017--Alpha Vision, Inc.	5940--Technology Services	EFT	107958	379.00	144.02	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5017--Alpha Vision, Inc.	5940--Technology Services	EFT	107958	379.00	234.98	912--Administration/Office	2053--Excel Academy Charter School - Warner
6/15/2026	6/9/2026	B-2612657017	2341--West Coast Krav Maga Temecula	5880--Instructional Vendors &	EFT	107978	378.00	378.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	20260603ECLV	5575--Red Dragon Karate	5880--Instructional Vendors &	EFT	108001	347.50	347.50	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/3/2026	2612602509	6972--Refuge Athletics Strength and Conditionir	5880--Instructional Vendors &	EFT	108004	300.00	300.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/9/2026	2612657015	6623--Waterworks Swim School Alhambra	5880--Instructional Vendors &	EFT	107971	290.80	290.80	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/5/2026	B-2612655944	5699--Elite Dance Academy of Orange County	5880--Instructional Vendors &	EFT	107975	290.00	290.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/8/2026	B-2612655943	6470--DeAnna Munoz	5880--Instructional Vendors &	EFT	107965	285.00	285.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	5/22/2026	B-2612652118	6460--Tamberly Slagle	5880--Instructional Vendors &	EFT	107996	265.00	265.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	5/24/2026	B-2612651484	6428--Blackbird & Company LLC	5880--Instructional Vendors &	EFT	107982	250.00	250.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612655730	5684--Caique Jiu Jitsu Walnut Academy	5880--Instructional Vendors &	EFT	107984	240.00	240.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	5/20/2026	CINV - 00093575	5353--Partners in Special Education	5100--SpEd Consultants and Ven	EFT	107979	202.50	168.75	Nursing Services April 26	907--Special Education	2073--Excel Academy Charter School - Helendale
	5/20/2026	CINV - 00093574	5353--Partners in Special Education	5100--SpEd Consultants and Ven	EFT	107979	202.50	33.75	Nursing Services Apr 26	907--Special Education	2053--Excel Academy Charter School - Warner
6/15/2026	6/5/2026	183	5302--Little Ears Therapy Center	5100--SpEd Consultants and Ven	EFT	107959	200.00	200.00	Speech Services May 26	907--Special Education	2073--Excel Academy Charter School - Helendale
6/15/2026	6/4/2026	2612358356	1551--Sierra Madre Dance Center	5880--Instructional Vendors &	EFT	108002	198.00	198.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	5/31/2026	51472	5257--Jump and Schout Therapy, Inc.	5100--SpEd Consultants and Ven	EFT	107985	175.00	175.00	Speech Services May 26	907--Special Education	2073--Excel Academy Charter School - Helendale
6/15/2026	6/4/2026	2612296254	6863--Morillo Judo and Jiujitsu	5880--Instructional Vendors &	EFT	107977	160.00	160.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	5/13/2026	5728-051326	5728--The Grand Long Beach	5610--Facility Rents & Leases	EFT	108005	15,959.08	6,064.45		917--Secondary Education	2073--Excel Academy Charter School - Helendale
			5728--The Grand Long Beach	5610--Facility Rents & Leases	EFT	108005	15,959.08	9,894.63		917--Secondary Education	2053--Excel Academy Charter School - Warner
6/15/2026	5/22/2026	B-2612652113	1107--Todd Nash	5880--Instructional Vendors &	EFT	107997	2,555.00	2,555.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	5/27/2026	1304257-1	6988--Stanford University	5895--Professional Development	EFT	108008	2,392.00	1,483.04		907--Special Education	2053--Excel Academy Charter School - Warner
6/15/2026	6/4/2026	B-2612655729	v3149--Blackbelt Collective Krav Maga LLC	5880--Instructional Vendors &	EFT	107957	2,127.00	2,127.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	5/1/2026	7841	5556--Small Talk OC	5100--SpEd Consultants and Ven	EFT	108015	2,110.00	810.00	Speech Services May 26	907--Special Education	2053--Excel Academy Charter School - Warner
	4/1/2026	7842	5556--Small Talk OC	5100--SpEd Consultants and Ven	EFT	108015	2,110.00	1,300.00	AT Assessment April 26	907--Special Education	2053--Excel Academy Charter School - Warner
6/15/2026	6/9/2026	2612657013	1387--Waterworks Aquatics HB	5880--Instructional Vendors &	EFT	107972	1,561.64	1,561.64		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/9/2026	2612657014	1389--Waterworks Aquatics Irvine	5880--Instructional Vendors &	EFT	107989	1,458.52	1,458.52		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/2/2026	526	6562--Dynamic Vision Optometry	5100--SpEd Consultants and Ven	EFT	107964	1,400.00	1,400.00	Vision Therapy Service May 26	907--Special Education	2053--Excel Academy Charter School - Warner
6/15/2026	5/18/2026	6990-051826	6990--Jeanette or Luis Franco	5815--Legal Settlements	EFT	108000	1,300.00	494.00		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			6990--Jeanette or Luis Franco	5815--Legal Settlements	EFT	108000	1,300.00	806.00		912--Administration/Office	2053--Excel Academy Charter School - Warner
6/15/2026	6/4/2026	2612655740	6027--Little Kitchen Academy Century City LLC	5880--Instructional Vendors &	EFT	107980	1,258.00	1,258.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/3/2026	2612655751	6674--School of Rock Palos Verdes	5880--Instructional Vendors &	EFT	107993	1,250.00	1,250.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/3/2026	2612655745	6525--Next Level Hockey	5880--Instructional Vendors &	EFT	107969	1,233.26	250.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6525--Next Level Hockey	5880--Instructional Vendors &	EFT	107969	1,233.26	983.26		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	5/29/2026	D311	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108006	1,201.04	170.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/29/2026	D310	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108006	1,201.04	170.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/29/2026	D307	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108006	1,201.04	173.96		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/29/2026	D306	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108006	1,201.04	173.96		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/28/2026	D308	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108006	1,201.04	120.10		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/29/2026	D309	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108006	1,201.04	170.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/29/2026	D305	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108006	1,201.04	222.27		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/9/2026	2612657016	6905--Waterworks Swim School - Poway	5880--Instructional Vendors &	EFT	107967	1,195.83	1,195.83		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/1/2026	18139	5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	107998	1,001.00	238.70		912--Administration/Office	2053--Excel Academy Charter School - Warner
			5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	107998	1,001.00	146.30		912--Administration/Office	2073--Excel Academy Charter School - Helendale
	6/1/2026	18141	5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	107998	1,001.00	381.92		912--Administration/Office	2053--Excel Academy Charter School - Warner
			5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	107998	1,001.00	234.08		912--Administration/Office	2073--Excel Academy Charter School - Helendale
6/15/2026	6/9/2026	2612449015	6871--Australian Swim School, Inc.	5880--Instructional Vendors &	EFT	108010	959.00	268.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6871--Australian Swim School, Inc.	5880--Instructional Vendors &	EFT	108010	959.00	691.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612655726	5864--Aquatic Explorations and Safety Training	5880--Instructional Vendors &	EFT	108009	888.00	148.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			5864--Aquatic Explorations and Safety Training	5880--Instructional Vendors &	EFT	108009	888.00	740.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/4/2026	B-2612655736	5711--Icetown Riverside	5880--Instructional Vendors &	EFT	108013	850.00	850.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612655756	5763--West Coast Krav Maga Murrieta	5880--Instructional Vendors &	EFT	107991	850.00	850.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/5/2026	B-2612655949	6542--New Breed Martial Arts	5880--Instructional Vendors &	EFT	20136008736	219.00	219.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/3/2026	B-2612655731	1984--The Colburn School	5880--Instructional Vendors &	EFT	20136008713	214.00	214.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	5/29/2026	3107908698	5360--Pitney Bowes Global Financial Services LL	9330--Prepaid Expenses	EFT	107961	205.34	78.03		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			5360--Pitney Bowes Global Financial Services LL	9330--Prepaid Expenses	EFT	107961	205.34	127.31		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612655728	5995--AYCLOGIC Coding Academy for Kids	5880--Instructional Vendors &	EFT	20136008727	200.00	200.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner

6/15/2026	6/10/2026	B-2612657006	6880--Maurock Music Academy	5880--Instructional Vendors &	EFT	20136008708	200.00	200.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/3/2026	2612564866	6738--Ocampo Strength	5880--Instructional Vendors &	EFT	20136008739	200.00	200.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	5/31/2026	20367328	5296--LEAF	5620--Equipment Leases	EFT	107973	146.02	55.49		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5296--LEAF	5620--Equipment Leases	EFT	107973	146.02	90.53		912--Administration/Office	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612374721	6841--Trellis Learning	5880--Instructional Vendors &	EFT	20136008717	139.00	139.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	4/25/2026	6062113977	1264--Staples	4320--Office Supplies	EFT	20136008711	82.42	31.32	Joe Sorrera	909--Business Services	2073--Excel Academy Charter School - Helendale
			1264--Staples	4320--Office Supplies	EFT	20136008711	82.42	51.10	Joe Sorrera	909--Business Services	2053--Excel Academy Charter School - Warner
6/15/2026	5/29/2026	338375915	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008733	44.97	17.09		918--Virtual Education	2073--Excel Academy Charter School - Helendale
			5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008733	44.97	27.88		918--Virtual Education	2053--Excel Academy Charter School - Warner
6/15/2026	5/4/2026	1NT6-KF71-THLR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	13.47		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/9/2026	16GY-DW4D-P69F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	54.24		918--Virtual Education	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	33.25		918--Virtual Education	2073--Excel Academy Charter School - Helendale
	6/5/2026	14YR-VYMD-6NPT	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	31.49		912--Administration/Office	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	19.30		912--Administration/Office	2073--Excel Academy Charter School - Helendale
	5/11/2026	1637-7JTJ-D3FJ	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	57.41		912--Administration/Office	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	35.19		912--Administration/Office	2073--Excel Academy Charter School - Helendale
	5/10/2026	16RR-CHTJ-CRM6	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	8.10		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/4/2026	13QP-T69T-LP4X	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	80.64		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	131.58		912--Administration/Office	2053--Excel Academy Charter School - Warner
	5/7/2026	11Q3-3QWN-M9H3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	135.07		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	82.78		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	5/7/2026	1RL9-TNQM-LD36	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	22.25		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	13.63		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	5/6/2026	11DM-LHVL-67Q7	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	90.13		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	147.05		914--Community Engagement	2053--Excel Academy Charter School - Warner
	5/5/2026	1Y19-V7X3-LQ43	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	201.67		916--Elementary Education	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	123.61		916--Elementary Education	2073--Excel Academy Charter School - Helendale
	5/4/2026	1DKX-44JD-TYF3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	18.49		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/20/2026	11H4 - P1NW - MFPN	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	17.87		913--Marketing	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	10.95		913--Marketing	2073--Excel Academy Charter School - Helendale
	5/10/2026	14WX-YKRK-PV4F	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	12.28		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/23/2026	1NWW-NKXM-PLQ4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	13.38		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/11/2026	1QFL-7FNV-WR6K	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	7.13		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/7/2026	1LKK-MNNH-7KC3	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	22.04		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	13.51		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	5/23/2026	1F74-63XN-MVJK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	31.66		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/24/2026	1P3K-RXV4-Y4VR	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	102.21		909--Business Services	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	62.64		909--Business Services	2073--Excel Academy Charter School - Helendale
	5/8/2026	1VX7-DXQX-GPNL	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	147.05		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	90.13		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	5/7/2026	1R3F-TC39-LRKR	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	137.51		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	84.28		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	6/3/2026	1MR7-K77W-Y41C	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	13.93		912--Administration/Office	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	8.54		912--Administration/Office	2073--Excel Academy Charter School - Helendale
	5/17/2026	1NQ4-PMPT-V9D9	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	44.16		909--Business Services	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	72.06		909--Business Services	2053--Excel Academy Charter School - Warner
	5/26/2026	16C4-P41C-4MCF	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	8.01		913--Marketing	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	4.91		913--Marketing	2073--Excel Academy Charter School - Helendale
	5/7/2026	17FN-3WW4-64RV	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	13.63		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	22.25		914--Community Engagement	2053--Excel Academy Charter School - Warner
	5/7/2026	1LRD-1K1Y-LRVM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	92.42		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	150.80		914--Community Engagement	2053--Excel Academy Charter School - Warner
	5/8/2026	16YC-CH7D-NC7C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	90.96		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	148.41		914--Community Engagement	2053--Excel Academy Charter School - Warner
	5/29/2026	1HD3-PCK1-4GWY	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	102.92		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	167.93		912--Administration/Office	2053--Excel Academy Charter School - Warner
	5/5/2026	1C41-TXN6-31GT	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	12.02		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	19.61		912--Administration/Office	2053--Excel Academy Charter School - Warner
	5/6/2026	1MQX-6LCK-DKHF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	82.03		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	133.83		914--Community Engagement	2053--Excel Academy Charter School - Warner
	6/7/2026	16JG-PYYQ-GYYX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	10.21		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/7/2026	17FN-3WW4-CXXH	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	13.51		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	22.04		914--Community Engagement	2053--Excel Academy Charter School - Warner
	5/7/2026	1YGG-4R9D-3WKD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	13.51		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	22.04		914--Community Engagement	2053--Excel Academy Charter School - Warner
	5/20/2026	1RTT-3NLV-LRJG	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	8.69		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/7/2026	1RL9-TNQM-FLYJ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	91.38		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	149.10		914--Community Engagement	2053--Excel Academy Charter School - Warner
	5/7/2026	1JQH-NYP9-3NHD	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	22.34		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	13.70		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	5/11/2026	1FJ4-6KLR-HHJW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	11.04		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	6/5/2026	1PRV-F3GH-CXKN	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	30.29		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	49.42		912--Administration/Office	2053--Excel Academy Charter School - Warner
	5/7/2026	1LPV-LNLG-HQMC	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	59.09		917--Secondary Education	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	36.21		917--Secondary Education	2073--Excel Academy Charter School - Helendale
	5/6/2026	1LJ4-JWPR-3QHX	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	17.99		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	29.34		914--Community Engagement	2053--Excel Academy Charter School - Warner
	5/5/2026	1VNP-CJKD-RLLQ	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	18.73		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/7/2026	1M7G-16JQ-KGXP	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	35.26		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	21.61		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	5/21/2026	177V-YV1G-H34J	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	2.86		903--Assessment	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	4.67		903--Assessment	2053--Excel Academy Charter School - Warner
	5/11/2026	14HV-31CV-KM7W	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	11.84		917--Secondary Education	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008731	4,323.93	19.31		917--Secondary Education	2053--Excel Academy Charter School - Warner
	5/25/2026	1631-TC9Q-D1M1	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	7.71		913--Marketing	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	12.58		913--Marketing	2053--Excel Academy Charter School - Warner
	5/9/2026	1LPV-LNLG-X1FJ	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	69.74		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	113.79		912--Administration/Office	2053--Excel Academy Charter School - Warner
	5/4/2026	1QX7-LRKJ-XJ96	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	62.90	Office Supplies	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008731	4,323.93	102.62	Office Supplies	912--Administration/Office	2053--Excel Academy Charter School - Warner
6/15/2026	5/31/2026	21419	6976--Charter Tech Services (CTS)	4310--Materials & Supplies	EFT	20136008737	124,023.13	47,128.79		915--Technology	2073--Excel Academy Charter School - Helendale
			6976--Charter Tech Services (CTS)	4310--Materials & Supplies	EFT	20136008737	124,023.13	76,894.34		915--Technology	2053--Excel Academy Charter School - Warner
6/15/2026	6/1/2026	21418	6976--Charter Tech Services (CTS)	5940--Technology Services	EFT	20136008730	20,460.00	7,774.80		915--Technology	2073--Excel Academy Charter School - Helendale
			6976--Charter Tech Services (CTS)	5940--Technology Services	EFT	20136008730	20,460.00	12,685.20		915--Technology	2053--Excel Academy Charter School - Warner
6/15/2026	6/4/2026	2612655727	6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136008720	4,768.00	1,565.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136008720	4,768.00	3,203.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	5/16/2026	B-2612653625	6476--Clark Performance	5880--Instructional Vendors &	EFT	20136008738	3,215.00	3,215.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	5/24/2026	B-2612652116	6285--Ovation School for the Performing Arts	5880--Instructional Vendors &	EFT	20136008743	2,250.00	750.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			6285--Ovation School for the Performing Arts	5880--Instructional Vendors &	EFT	20136008743	2,250.00	1,500.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/1/2026	2612622201	5764--West Coast Krav Maga Wildomar, Inc.	5880--Instructional Vendors &	EFT	20136008723	1,627.00	199.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/3/2026	2612655757	5764--West Coast Krav Maga Wildomar, Inc.	5880--Instructional Vendors &	EFT	20136008723	1,627.00	1,428.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	B-2612655733	2956--Evolution Swim Academy Mission Viejo, L	5880--Instructional Vendors &	EFT	20136008742	1,384.00	1,384.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612655738	2047--Jennifer Walton	5880--Instructional Vendors &	EFT	20136008706	1,340.00	1,340.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	5/25/2026	B-2612652114	1304--Intro 2 Skateboarding LLC	5880--Instructional Vendors &	EFT	20136008735	1,230.00	1,230.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/7/2026	B-2612655953	1001--Universal Martial Arts Center	5880--Instructional Vendors &	EFT	20136008712	1,200.00	1,200.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale

6/15/2026	6/10/2026	B-2612657009	2315--Roos Music	5880--Instructional Vendors &	EFT	20136008732	975.00	975.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612655741	5687--Long Beach Rising	5880--Instructional Vendors &	EFT	20136008725	971.25	971.25	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/9/2026	B-2612657007	6277--Mesa Rim Climbing Centers LLC	5880--Instructional Vendors &	EFT	20136008719	750.00	750.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/9/2026	B-2612656999	3081--Daniel Alarco, Jr.	5880--Instructional Vendors &	EFT	20136008715	750.00	750.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/4/2026	2612655734	5500--Fundamental Foundations	5880--Instructional Vendors &	EFT	20136008716	708.80	708.80	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	5/23/2026	2612652111	4101--Yvonne Dill Cruz	5880--Instructional Vendors &	EFT	20136008724	540.00	540.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/5/2026	2612655732	6917--Dancing Fingers Music Academy	5880--Instructional Vendors &	EFT	20136008710	526.12	526.12	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/3/2026	2612655746	5545--Oksana Kalinuka dba OC Dancing	5880--Instructional Vendors &	EFT	20136008721	512.00	512.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/5/2026	B-2612655945	5984--Healthy Footprints Adventure Community	5880--Instructional Vendors &	EFT	20136008707	504.50	240.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			5984--Healthy Footprints Adventure Community	5880--Instructional Vendors &	EFT	20136008707	504.50	264.50	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/2/2026	B-2612654850	6491--Howard Fine Acting Studio	5880--Instructional Vendors &	EFT	20136008709	425.00	425.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	5/5/2026	INV278936	99950--Riverside Insights	4350--Other Supplies - Materia	EFT	20136008740	400.42	152.16	907--Special Education	2073--Excel Academy Charter School - Helendale
			99950--Riverside Insights	4350--Other Supplies - Materia	EFT	20136008740	400.42	248.26	907--Special Education	2053--Excel Academy Charter School - Warner
6/15/2026	5/21/2026	B-2612653741	6287--Mathnasium of Diamond Bar	5880--Instructional Vendors &	EFT	20136008728	399.00	399.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/3/2026	2612589311	6962--Golden Echo Academy	5880--Instructional Vendors &	EFT	20136008714	380.00	380.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/15/2026	6/3/2026	2612585724	6810--The Learning Canvas	5880--Instructional Vendors &	EFT	20136008741	350.00	350.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612655739	2021--Lil' Chef School	5880--Instructional Vendors &	EFT	20136008729	309.00	309.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/5/2026	B-2612655950	5841--San Diego Surfing School Inc.	5880--Instructional Vendors &	EFT	20136008718	294.00	294.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/4/2026	2612330043	5492--Mathnasium of Ladera Ranch	5880--Instructional Vendors &	EFT	20136008722	265.00	265.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	5/23/2026	B-2612652115	4177--Kings MMA Anaheim LLC	5880--Instructional Vendors &	EFT	20136008726	240.00	240.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/15/2026	6/3/2026	2612655737	6490--Jana's Tutoring	5880--Instructional Vendors &	EFT	20136008734	240.00	240.00	910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/16/2026	4/28/2026	21229	6976--Charter Tech Services (CTS)	4310--Materials & Supplies	EFT	20136008745	465,939.88	177,057.15	915--Technology	2073--Excel Academy Charter School - Helendale
			6976--Charter Tech Services (CTS)	4310--Materials & Supplies	EFT	20136008745	465,939.88	288,882.73	915--Technology	2053--Excel Academy Charter School - Warner
6/16/2026	5/29/2026	B-2612653823	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	20136008744	340.00	180.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	2612357863	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	20136008744	340.00	160.00	910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/21/2026	6/1/2026	256172	6806--Pet Benefit Solutions	3990--PY Benefit Adjustments	EFT	719-576	179.75	47.26	06.01.26-06.30.26 H&W Benefits - PetBene	2073--Excel Academy Charter School - Helendale
			6806--Pet Benefit Solutions	3990--PY Benefit Adjustments	EFT	719-576	179.75	76.99	06.01.26-06.30.26 H&W Benefits - PetBene	2053--Excel Academy Charter School - Warner
			6806--Pet Benefit Solutions	3990--PY Benefit Adjustments	EFT	719-576	179.75	34.41	06.01.26-06.30.26 H&W Benefits - PetBene	2053--Excel Academy Charter School - Warner
			6806--Pet Benefit Solutions	3990--PY Benefit Adjustments	EFT	719-576	179.75	21.09	06.01.26-06.30.26 H&W Benefits - PetBene	2073--Excel Academy Charter School - Helendale
6/21/2026	5/1/2026	252274	6806--Pet Benefit Solutions	3990--PY Benefit Adjustments	EFT	719-492	191.50	84.27	05.01.26-05.31.26 H&W Benefits - PetBene	2053--Excel Academy Charter School - Warner
			6806--Pet Benefit Solutions	3990--PY Benefit Adjustments	EFT	719-492	191.50	51.73	05.01.26-05.31.26 H&W Benefits - PetBene	2073--Excel Academy Charter School - Helendale
			6806--Pet Benefit Solutions	3990--PY Benefit Adjustments	EFT	719-492	191.50	34.41	05.01.26-05.31.26 H&W Benefits - PetBene	2053--Excel Academy Charter School - Warner
			6806--Pet Benefit Solutions	3990--PY Benefit Adjustments	EFT	719-492	191.50	21.09	05.01.26-05.31.26 H&W Benefits - PetBene	2073--Excel Academy Charter School - Helendale
6/22/2026	6/22/2026	5696-052826	5696--JP Morgan Chase Bank NA	9502--Purchase Card - Chase	EFT		9,654.08	5,344.67	Chase Ink Purchase Card 04.28.26-05.28.26	2053--Excel Academy Charter School - Warner
			5696--JP Morgan Chase Bank NA	9502--Purchase Card - Chase	EFT		9,654.08	608.15	Chase Ink Purchase Card 04.28.26-05.28.26	2053--Excel Academy Charter School - Warner
			5696--JP Morgan Chase Bank NA	9502--Purchase Card - Chase	EFT		9,654.08	372.73	Chase Ink Purchase Card 04.28.26-05.28.26	2073--Excel Academy Charter School - Helendale
			5696--JP Morgan Chase Bank NA	9502--Purchase Card - Chase	EFT		9,654.08	32.72	Chase Ink Purchase Card 04.28.26-05.28.26	2053--Excel Academy Charter School - Warner
			5696--JP Morgan Chase Bank NA	9502--Purchase Card - Chase	EFT		9,654.08	20.06	Chase Ink Purchase Card 04.28.26-05.28.26	2073--Excel Academy Charter School - Helendale
			5696--JP Morgan Chase Bank NA	9502--Purchase Card - Chase	EFT		9,654.08	3,275.75	Chase Ink Purchase Card 04.28.26-05.28.26	2073--Excel Academy Charter School - Helendale
6/22/2026	5/29/2026	2612653609	1126--Buzzy Mae Music Academy LLC	5880--Instructional Vendors &	EFT	Voided - 20136008612	-3,081.25	-1,581.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			1126--Buzzy Mae Music Academy LLC	5880--Instructional Vendors &	EFT	Voided - 20136008612	-3,081.25	-1,500.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/22/2026	6/12/2026	B-2612657246	6213--KS Fitness, Inc.	5880--Instructional Vendors &	EFT	108026	186.76	186.76		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/22/2026	6/16/2026	B-2612657756	v3084--Rockstars of Tomorrow Riverside	5880--Instructional Vendors &	EFT	108022	165.00	165.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/22/2026	2/6/2026	1002	6921--We Craft Box	4310--Materials & Supplies	EFT	108036	119.97	119.97		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/22/2026	6/17/2026	B1C00B00-0147	6168--My ZOO Box	4310--Materials & Supplies	EFT	108023	87.85	87.85		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/22/2026	5/31/2026	EXAC 0526	6443--3rd Millenium Classrooms	4100--Textbooks & Core Curricu	EFT	108033	75.00	28.50		908--Intervention/Title I	2073--Excel Academy Charter School - Helendale
			6443--3rd Millenium Classrooms	4100--Textbooks & Core Curricu	EFT	108033	75.00	46.50		908--Intervention/Title I	2053--Excel Academy Charter School - Warner
6/22/2026	6/3/2026	52410	5142--Department of Justice	5870--Livescan Fingerprinting	EFT	108024	49.00	18.62		901--Human Resources	2073--Excel Academy Charter School - Helendale
			5142--Department of Justice	5870--Livescan Fingerprinting	EFT	108024	49.00	30.38		901--Human Resources	2053--Excel Academy Charter School - Warner
6/22/2026	6/16/2026	B-2612657754	6722--Lighthouse Sports Center LLC	5880--Instructional Vendors &	EFT	108035	2,870.00	2,870.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/22/2026	6/14/2026	2026614	6996--Speech Collaborative Therapies, PC	5815--Legal Settlements	EFT	108040	2,000.00	2,000.00	Speech IEE R.S.	912--Administration/Office	2053--Excel Academy Charter School - Warner
6/22/2026	6/8/2026	244404	6412--Institute for Multi-Sensory Education	5895--Professional Development	EFT	108027	1,600.00	992.00	Alyssa Beck	907--Special Education	2053--Excel Academy Charter School - Warner
			6412--Institute for Multi-Sensory Education	5895--Professional Development	EFT	108027	1,600.00	608.00	Alyssa Beck	907--Special Education	2073--Excel Academy Charter School - Helendale
6/22/2026	2/9/2026	9002125170	5667--National Association of Secondary School	9330--Prepaid Expenses	EFT	108041	1,540.00	385.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
	1/16/2026	9002142229	5667--National Association of Secondary School	9330--Prepaid Expenses	EFT	108041	1,540.00	385.00		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
	1/16/2026	9002142228	5667--National Association of Secondary School	9330--Prepaid Expenses	EFT	108041	1,540.00	385.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
	2/9/2026	9002125171	5667--National Association of Secondary School	9330--Prepaid Expenses	EFT	108041	1,540.00	385.00		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
6/22/2026	6/13/2026	B-2612657244	1854--Firestorm Freerunning Ultra LLC	5880--Instructional Vendors &	EFT	108038	1,426.34	550.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1854--Firestorm Freerunning Ultra LLC	5880--Instructional Vendors &	EFT	108038	1,426.34	876.34		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/22/2026	6/1/2026	18140	5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	108021	1,039.50	644.49		912--Administration/Office	2053--Excel Academy Charter School - Warner
			5208--Hatch & Cesario, Attorneys-at-Law	5810--Legal	EFT	108021	1,039.50	395.01		912--Administration/Office	2073--Excel Academy Charter School - Helendale
6/22/2026	5/29/2026	D313	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108034	966.39	172.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	5/29/2026	D315	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108034	966.39	173.62		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/29/2026	D314	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108034	966.39	173.62		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/28/2026	D304	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108034	966.39	276.66		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/29/2026	D312	6218--Plant Magic Club	4310--Materials & Supplies	EFT	108034	966.39	170.24		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/22/2026	5/15/2026	HS2607028	5803--National Student Clearinghouse	9330--Prepaid Expenses	EFT	108030	625.00	625.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
6/22/2026	6/11/2026	INV61022	5313--LogiCopy	5800--Professional Services -	EFT	108037	479.01	182.02		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5313--LogiCopy	5800--Professional Services -	EFT	108037	479.01	296.99		912--Administration/Office	2053--Excel Academy Charter School - Warner
6/22/2026	6/15/2026	B-2612657755	6241--Mathnasium of Riverside	5880--Instructional Vendors &	EFT	108039	399.00	399.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner

6/22/2026	5/26/2026	7898-1635-1853	1210--Starfall Educational Foundation	9330--Prepaid Expenses	EFT	108025	355.00	220.10		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			1210--Starfall Educational Foundation	9330--Prepaid Expenses	EFT	108025	355.00	134.90		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
6/22/2026	12/11/2025	9851	v3105--eat2explore, Inc.	4310--Materials & Supplies	EFT	108032	344.95	344.95		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/22/2026	5/29/2026	15154223	5911--4Imprint, Inc.	5841--Community Marketing	EFT	108020	304.35	115.65		917--Secondary Education	2073--Excel Academy Charter School - Helendale
			5911--4Imprint, Inc.	5841--Community Marketing	EFT	108020	304.35	188.70		917--Secondary Education	2053--Excel Academy Charter School - Warner
6/22/2026	6/15/2026	B-2612657753	6349--French Tutor Now - Regine Swim	5880--Instructional Vendors &	EFT	108028	275.00	275.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/22/2026	6/11/2026	279	5817--Logos Calligraphy & Design	4310--Materials & Supplies	EFT	108029	206.02	206.02		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/22/2026	2/23/2026	12392	5310--Lit League	4310--Materials & Supplies	EFT	108031	200.86	200.86		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/22/2026	3/13/2026	1128475	99997--Imagine Learning Inc.	4100--Textbooks & Core Curricu	EFT	20136008746	27,300.00	16,250.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
			99997--Imagine Learning Inc.	4100--Textbooks & Core Curricu	EFT	20136008746	27,300.00	11,050.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/23/2026	6/1/2026	INV674237	6929--Instructure Inc.	9330--Prepaid Expenses	EFT	20136008760	31,600.00	12,008.00		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
			6929--Instructure Inc.	9330--Prepaid Expenses	EFT	20136008760	31,600.00	19,592.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
6/23/2026	5/23/2026	B-2612652117	6566--Unchartered Jiu Jitsu	5880--Instructional Vendors &	EFT	20136008752	155.00	155.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/23/2026	6/10/2026	338958659	5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008762	99.87	37.95		918--Virtual Education	2073--Excel Academy Charter School - Helendale
			5395--TeachersPayTeachers	4100--Textbooks & Core Curricu	EFT	20136008762	99.87	61.92		918--Virtual Education	2053--Excel Academy Charter School - Warner
6/23/2026	6/4/2026	616601	5812--The Princeton Review	9330--Prepaid Expenses	EFT	20136008750	26,250.00	16,275.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			5812--The Princeton Review	9330--Prepaid Expenses	EFT	20136008750	26,250.00	9,975.00		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
6/23/2026	6/4/2026	INV5696517	6187--Renaissance Learning Inc	9330--Prepaid Expenses	EFT	20136008747	4,500.00	2,790.00	Nearpod Instructional Suite	000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			6187--Renaissance Learning Inc	9330--Prepaid Expenses	EFT	20136008747	4,500.00	1,710.00	Nearpod Instructional Suite	000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
6/23/2026	6/16/2026	B-2612657752	1881--Ardent Academy for Gifted Youth	5880--Instructional Vendors &	EFT	20136008759	4,328.34	4,328.34		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/23/2026	6/5/2026	D480832C-0023	6554--ClassPass	5300--Dues & Memberships	EFT	20136008754	3,085.00	1,172.30		901--Human Resources	2073--Excel Academy Charter School - Helendale
			6554--ClassPass	5300--Dues & Memberships	EFT	20136008754	3,085.00	1,912.70		901--Human Resources	2053--Excel Academy Charter School - Warner
6/23/2026	4/25/2026	6062113981	1264--Staples	4310--Materials & Supplies	EFT	20136008748	743.96	70.64		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/25/2026	6062113980	1264--Staples	4310--Materials & Supplies	EFT	20136008748	743.96	159.86		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/2/2026	6063068899	1264--Staples	4310--Materials & Supplies	EFT	20136008748	743.96	86.70		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/25/2026	6062113976	1264--Staples	4310--Materials & Supplies	EFT	20136008748	743.96	36.09		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/25/2026	6062113982	1264--Staples	4310--Materials & Supplies	EFT	20136008748	743.96	41.04		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/25/2026	6062113978	1264--Staples	4310--Materials & Supplies	EFT	20136008748	743.96	137.67		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/25/2026	6062113979	1264--Staples	4310--Materials & Supplies	EFT	20136008748	743.96	211.96		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/23/2026	6/11/2026	B-2612657127	2202--Watersafe Swim School Inc.	5880--Instructional Vendors &	EFT	20136008757	700.00	700.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/23/2026	4/16/2026	KE-0D8B78C904162611	2276--KiwiCo., Inc.	4310--Materials & Supplies	EFT	20136008761	698.49	93.13		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/16/2026	KE-25D8F14204162605	2276--KiwiCo., Inc.	4310--Materials & Supplies	EFT	20136008761	698.49	84.61		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/16/2026	KE-A4B2981504162608	2276--KiwiCo., Inc.	4310--Materials & Supplies	EFT	20136008761	698.49	296.09		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	4/20/2026	KE-A7358A5204202619	2276--KiwiCo., Inc.	4310--Materials & Supplies	EFT	20136008761	698.49	224.66		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/23/2026	6/13/2026	16KW-9WM7-6N91	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008755	694.02	5.81		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008755	694.02	9.47		914--Community Engagement	2053--Excel Academy Charter School - Warner
	6/5/2026	1FCH-7FV6-DHXG	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008755	694.02	48.15		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008755	694.02	78.57		912--Administration/Office	2053--Excel Academy Charter School - Warner
	5/26/2026	11LX-6KQD-Q43V	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008755	694.02	300.89		903--Assessment	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008755	694.02	184.42		903--Assessment	2073--Excel Academy Charter School - Helendale
	6/14/2026	1QMW-TL94-MMF4	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008755	694.02	6.45		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/13/2026	1GGD-6JVX-D76C	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008755	694.02	9.43		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008755	694.02	5.78		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	4/21/2026	1MKX-N6KL-TJ3D	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008755	694.02	14.54	Student: Avayah Yang-Guerrero	907--Special Education	2053--Excel Academy Charter School - Warner
	6/13/2026	1CDX-6QTP-CWLK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008755	694.02	11.59		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008755	694.02	18.92		914--Community Engagement	2053--Excel Academy Charter School - Warner
6/23/2026	6/17/2026	B-2612657855	2959--Victory Tae Kwon Do USA	5880--Instructional Vendors &	EFT	20136008751	650.00	650.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/23/2026	6/10/2026	284-270684-5	1376--EMH Sports USA, Inc.	5100--SpEd Consultants and Ven	EFT	20136008758	315.00	315.00	APE Services May 26	907--Special Education	2053--Excel Academy Charter School - Warner
6/23/2026	6/11/2026	B-2612657126	2101--Urban Workshop	5880--Instructional Vendors &	EFT	20136008753	225.00	225.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/23/2026	6/2/2026	SHOP22908784511	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	20136008756	215.74	109.23		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	3/7/2026	SHOP22806122111	6177--CrunchLabs LLC	4100--Textbooks & Core Curricu	EFT	20136008756	215.74	106.51		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/23/2026	6/11/2026	B-2612657125	5829--Broadway Gymnastics School	5880--Instructional Vendors &	EFT	20136008749	196.00	196.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/25/2026	5/29/2026	B-2612653823	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	Voided - 20136008744	-340.00	-180.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	2612357863	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	Voided - 20136008744	-340.00	-160.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/25/2026	6/4/2026	2612655727	6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	Voided - 20136008720	-4,768.00	-1,565.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	Voided - 20136008720	-4,768.00	-3,203.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/26/2026	6/3/2026	22813	5544--Law Offices of Young, Minney & Corr, LLP	5810--Legal	EFT	108058	13,437.00	3,914.00		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5544--Law Offices of Young, Minney & Corr, LLP	5810--Legal	EFT	108058	13,437.00	6,386.00		912--Administration/Office	2053--Excel Academy Charter School - Warner
	5/5/2026	22270	5544--Law Offices of Young, Minney & Corr, LLP	5810--Legal	EFT	108058	13,437.00	1,192.06		912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5544--Law Offices of Young, Minney & Corr, LLP	5810--Legal	EFT	108058	13,437.00	1,944.94		912--Administration/Office	2053--Excel Academy Charter School - Warner
6/26/2026	5/26/2026	CI-00808984	6333--Lexia Learning Systems LLC	9330--Prepaid Expenses	EFT	108042	10,350.00	6,417.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			6333--Lexia Learning Systems LLC	9330--Prepaid Expenses	EFT	108042	10,350.00	3,933.00		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
6/26/2026	6/1/2026	20230809	5564--Parsec Education	9330--Prepaid Expenses	EFT	108054	4,900.00	3,038.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			5564--Parsec Education	9330--Prepaid Expenses	EFT	108054	4,900.00	1,862.00		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
6/26/2026	6/10/2026	15185592	5911--4Imprint, Inc.	5841--Community Marketing	EFT	108051	3,377.70	1,283.53		913--Marketing	2073--Excel Academy Charter School - Helendale
			5911--4Imprint, Inc.	5841--Community Marketing	EFT	108051	3,377.70	2,094.17		913--Marketing	2053--Excel Academy Charter School - Warner
6/26/2026	6/22/2026	B-2612658103	5496--Gracie Barra Upland	5880--Instructional Vendors &	EFT	108057	1,777.00	1,777.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/26/2026	6/1/2026	273370	5950--CASBO	9330--Prepaid Expenses	EFT	108056	1,750.00	1,085.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
			5950--CASBO	9330--Prepaid Expenses	EFT	108056	1,750.00	665.00		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
6/26/2026	6/19/2026	B-2612657969	1424--California Gymnastics, LLC	5880--Instructional Vendors &	EFT	108052	1,460.00	115.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1424--California Gymnastics, LLC	5880--Instructional Vendors &	EFT	108052	1,460.00	1,345.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/26/2026	6/1/2026	0146543-IN	5756--School Services of California, Inc.	5300--Dues & Memberships	EFT	108048	410.00	254.20		912--Administration/Office	2053--Excel Academy Charter School - Warner
			5756--School Services of California, Inc.	5300--Dues & Memberships	EFT	108048	410.00	155.80		912--Administration/Office	2073--Excel Academy Charter School - Helendale
6/26/2026	6/18/2026	2612657977	6276--Sprout and Blossom	5880--Instructional Vendors &	EFT	108055	263.40	263.40		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/26/2026	6/18/2026	B-2612657968	6828--Amazing Grace Conservatory Inc	5880--Instructional Vendors &	EFT	108047	233.34	233.34		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/26/2026	5/27/2026	260767	5367--San Bernardino Superintendent Of Schoo	5200--Travel & Conferences	EFT	108043	225.00	28.50	Liz Boulter	903--Assessment	2073--Excel Academy Charter School - Helendale
			5367--San Bernardino Superintendent Of Schoo	5200--Travel & Conferences	EFT	108043	225.00	46.50	Cindy Mendez	909--Business Services	2053--Excel Academy Charter School - Warner
			5367--San Bernardino Superintendent Of Schoo	5200--Travel & Conferences	EFT	108043	225.00	46.50	Anne Cesario	912--Administration/Office	2053--Excel Academy Charter School - Warner

			5367--San Bernardino Superintendent Of Schoo	5200--Travel & Conferences	EFT	108043	225.00	28.50	Anne Cesario	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			5367--San Bernardino Superintendent Of Schoo	5200--Travel & Conferences	EFT	108043	225.00	46.50	Liz Boulter	903--Assessment	2053--Excel Academy Charter School - Warner
			5367--San Bernardino Superintendent Of Schoo	5200--Travel & Conferences	EFT	108043	225.00	28.50	Cindy Mendez	909--Business Services	2073--Excel Academy Charter School - Helendale
6/26/2026	6/18/2026	B-2612657971	5746--Gracie Barra Garden Grove	5880--Instructional Vendors &	EFT	108045	185.00	185.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/26/2026	6/24/2026	S56138	2872--Stemfinity, LLC	4310--Materials & Supplies	EFT	108053	178.21	178.21		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/26/2026	6/18/2026	B-2612657973	6318--Inspyr Arts Education LLC	5880--Instructional Vendors &	EFT	108046	175.00	175.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/26/2026	6/18/2026	B-2612657978	6831--Temecula Clay	5880--Instructional Vendors &	EFT	108049	150.00	150.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/26/2026	6/19/2026	2612657976	6445--Ready Set Debate	5880--Instructional Vendors &	EFT	108044	125.00	125.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/26/2026	6/18/2026	B-2612657975	3109--Pasadena Music Academy	5880--Instructional Vendors &	EFT	108050	47.25	47.25		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/29/2026	6/26/2026	5367-062626	5367--San Bernardino Superintendent Of Schoo	9525--STRS	Printed Check	30156	108,966.50	108,966.50		000--Schoolwide -Revenues/BS Accounts	2073--Excel Academy Charter School - Helendale
6/29/2026	5/3/2026	2612397788	2493--Allemande Music Academy, LLC	5880--Instructional Vendors &	EFT	Voided - 107558	-160.00	-160.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/29/2026	4/1/2026	B-2612603734	2493--Allemande Music Academy, LLC	5880--Instructional Vendors &	EFT	Voided - 107088	-320.00	-320.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/29/2026	4/30/2026	21430	6976--Charter Tech Services (CTS)	4320--Office Supplies	EFT	20136008773	5,121.77	188.39	Mia Cesario	912--Administration/Office	2053--Excel Academy Charter School - Warner
			6976--Charter Tech Services (CTS)	5940--Technology Services	EFT	20136008773	5,121.77	310.86	1000 Asset Tags	915--Technology	2073--Excel Academy Charter School - Helendale
			6976--Charter Tech Services (CTS)	5940--Technology Services	EFT	20136008773	5,121.77	507.18	1000 Asset Tags	915--Technology	2053--Excel Academy Charter School - Warner
			6976--Charter Tech Services (CTS)	4320--Office Supplies	EFT	20136008773	5,121.77	674.85	Joe Mills	909--Business Services	2073--Excel Academy Charter School - Helendale
			6976--Charter Tech Services (CTS)	4320--Office Supplies	EFT	20136008773	5,121.77	1,101.07	Joe Mills	909--Business Services	2053--Excel Academy Charter School - Warner
			6976--Charter Tech Services (CTS)	4320--Office Supplies	EFT	20136008773	5,121.77	1,197.14	Nancy Ibrahimi	912--Administration/Office	2053--Excel Academy Charter School - Warner
			6976--Charter Tech Services (CTS)	5940--Technology Services	EFT	20136008773	5,121.77	181.71	Staff Chargers	915--Technology	2053--Excel Academy Charter School - Warner
			6976--Charter Tech Services (CTS)	5940--Technology Services	EFT	20136008773	5,121.77	111.37	Staff Chargers	915--Technology	2073--Excel Academy Charter School - Helendale
			6976--Charter Tech Services (CTS)	4320--Office Supplies	EFT	20136008773	5,121.77	115.47	Mia Cesario	912--Administration/Office	2073--Excel Academy Charter School - Helendale
			6976--Charter Tech Services (CTS)	4320--Office Supplies	EFT	20136008773	5,121.77	733.73	Nancy Ibrahimi	912--Administration/Office	2073--Excel Academy Charter School - Helendale
6/29/2026	6/4/2026	2612655727	6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136008766	4,768.00	1,565.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			6254--Art of Jiu Jitsu Costa Mesa	5880--Instructional Vendors &	EFT	20136008766	4,768.00	3,203.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/29/2026	6/24/2026	B-2612658238	6794--Minds in Motion San Diego	5880--Instructional Vendors &	EFT	20136008770	4,212.50	250.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/18/2026	2612657974	6794--Minds in Motion San Diego	5880--Instructional Vendors &	EFT	20136008770	4,212.50	3,962.50		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/29/2026	5/29/2026	2612653609	1126--Buzzy Mae Music Academy LLC	5880--Instructional Vendors &	EFT	20136008763	3,081.25	1,500.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
			1126--Buzzy Mae Music Academy LLC	5880--Instructional Vendors &	EFT	20136008763	3,081.25	1,581.25		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/29/2026	6/15/2026	1HT7-RPDV-KPYK	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	5.78		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	9.43		914--Community Engagement	2053--Excel Academy Charter School - Warner
	6/22/2026	1JL1-LQH1-DTKF	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	9.59		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	5.87		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	6/16/2026	1PJ6-WXN1-49KW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	9.79		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	6.00		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	6/15/2026	1F3Q-P3LK-F9PM	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	9.34		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	5.73		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	6/22/2026	19CJ-V9LG-NGG1	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	5.73		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	9.34		914--Community Engagement	2053--Excel Academy Charter School - Warner
	6/15/2026	17GR-NJWT-HN4G	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	9.34		914--Community Engagement	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	5.73		914--Community Engagement	2073--Excel Academy Charter School - Helendale
	6/15/2026	19NT-VPFR-KNPW	1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	5.73		914--Community Engagement	2073--Excel Academy Charter School - Helendale
			1925--Amazon Capital Services, Inc.	4310--Materials & Supplies	EFT	20136008767	808.02	9.34		914--Community Engagement	2053--Excel Academy Charter School - Warner
	6/14/2026	1HPG-KHMN-MMWY	1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008767	808.02	434.79		912--Administration/Office	2053--Excel Academy Charter School - Warner
			1925--Amazon Capital Services, Inc.	4320--Office Supplies	EFT	20136008767	808.02	266.49		912--Administration/Office	2073--Excel Academy Charter School - Helendale
6/29/2026	6/24/2026	2612658237	1988--Joe Ferrante Music Academy	5880--Instructional Vendors &	EFT	20136008771	480.00	480.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/29/2026	5/29/2026	B-2612653823	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	20136008764	340.00	180.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
	6/2/2026	2612357863	1779--Phoenix Feather Inc.	5880--Instructional Vendors &	EFT	20136008764	340.00	160.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/29/2026	6/24/2026	B-2612658194	2007--Hangar 18 East Riverside, Inc.	5880--Instructional Vendors &	EFT	20136008774	264.00	264.00		910--Instructional Funds	2053--Excel Academy Charter School - Warner
6/29/2026	6/18/2026	B-2612657972	6496--Homework Buddy	5880--Instructional Vendors &	EFT	20136008772	165.00	165.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/29/2026	9/10/2025	00265199N	6755--Everway, LLC	4101--Textbooks & Core Curricu	EFT	20136008768	163.01	163.01	Student: J. Zaldivar	907--Special Education	2053--Excel Academy Charter School - Warner
6/29/2026	6/19/2026	EXCEL2122-0012	5527--Music Library	4310--Materials & Supplies	EFT	20136008769	110.00	110.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/30/2026	4/1/2026	B-2612603734	2493--Allemande Music Academy, LLC	5880--Instructional Vendors &	EFT	20136008776	480.00	320.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
	5/3/2026	2612397788	2493--Allemande Music Academy, LLC	5880--Instructional Vendors &	EFT	20136008776	480.00	160.00		910--Instructional Funds	2073--Excel Academy Charter School - Helendale
6/30/2026	6/26/2026	B-2612345350-B	5532--Nuestra Escuelita Spanish Academy	9350--Due From	EFT	20136008775	805.00	805.00		000--Schoolwide -Revenues/BS Accounts	2053--Excel Academy Charter School - Warner
Total for CHASE 9313							**1,476,203.21**	**1,476,203.21**			

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: B84446A8C
Period Ending: 05/31/2026
Check Date: 06/10/2026
PAYCOM Impound Date: 06/09/2026

Client: 10056 EIN:

A wire request for $28,634.49 will be sent to your bank on 06/08/2026

Items

Checks / Vouchers	14
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service		594.01
Direct Deposit		7.25
Jurisdiction Filing		30.00
Garnishment Fee this Payroll	No Charge	
Additional Services		38.00
Total Billing		669.26

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,279.27	1,279.27	2,558.54
Medicare	400.32	400.32	800.64
Federal W/H Tax	1,108.31		1,108.31
California W/H Next Day	687.91		687.91
California SDI Next Day	367.32		367.32
California ETT Qtrly		0.75	0.75
California SUTA		21.73	21.73
Total Tax Deposits	3,843.13	1,702.07	5,545.20

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	20,819.90
Direct Deposit Distribution - Paycom Pay	1,600.13
Taxes - PAYCOM Resp.	5,545.20
Payroll Fee	669.26
Total Paycom Cash Requirements	28,634.49

Total Cash Requirements

28,634.49

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 5D7D0774D
Period Ending: 06/15/2026
Check Date: 06/26/2026
PAYCOM Impound Date: 06/25/2026

Client: 10056 EIN:

A wire request for $34,724.51 will be sent to your bank on 06/24/2026

Items

Checks / Vouchers	13
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service		578.44
Direct Deposit		7.25
Jurisdiction Filing		30.00
Garnishment Fee this Payroll	No Charge	
Additional Services		7,002.00
Total Billing		7,617.69

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,452.25	1,452.25	2,904.50
Medicare	379.90	379.90	759.80
Federal W/H Tax	1,409.73		1,409.73
California W/H Next Day	851.39		851.39
California SDI Next Day	349.67		349.67
California ETT Qtrly		0.09	0.09
California SUTA		2.38	2.38
Total Tax Deposits	4,442.94	1,834.62	6,277.56

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	19,062.70
Direct Deposit Distribution - Paycom Pay	1,766.56
Taxes - PAYCOM Resp.	6,277.56
Payroll Fee	7,617.69
Total Paycom Cash Requirements	34,724.51

Total Cash Requirements

34,724.51

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 7CEAA3A5C
Period Ending: 06/30/2026
Check Date: 06/26/2026
PAYCOM Impound Date: 06/25/2026

Client: 10056 EIN:

A wire request for $1,166,533.19 will be sent to your bank on 06/24/2026

Items

Checks / Vouchers	135
Additional Direct Deposit Accounts	20

Billing

Check Processing/Tax Service	2,481.43
Direct Deposit	12.00
Jurisdiction Filing	30.00
Garnishment Fee this Payroll	10.00
Total Billing	2,533.43

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	10,616.56	10,616.56	21,233.12
Medicare	17,620.64	17,620.64	35,241.28
Federal W/H Tax	103,451.47		103,451.47
California W/H Next Day	52,620.73		52,620.73
California SDI Next Day	15,559.16		15,559.16
California ETT Qtrly		13.49	13.49
California SUTA		391.33	391.33
Hawaii W/H Semiweekly	749.21		749.21
OR EE WBF Tax Assessment	1.41		1.41
OR ER WBF Tax Assessment		1.41	1.41
Oregon W/H Next Day	681.22		681.22
Oregon EE PFML	51.83		51.83
Oregon SUTA		328.27	328.27
Oregon Transit Tax	8.64		8.64
Oregon ER PFML		34.56	34.56
Total Tax Deposits	201,360.87	29,006.26	230,367.13

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	897,043.59
Direct Deposit Distribution - Paycom Pay	36,519.13
Taxes - PAYCOM Resp.	230,367.13

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 7CEAA3A5C
Period Ending: 06/30/2026
Check Date: 06/26/2026
PAYCOM Impound Date: 06/25/2026

Client: 10056 EIN:

A wire request for $1,166,533.19 will be sent to your bank on 06/24/2026

Payroll Fee	2,533.43
Garnishment Checks - Paycom Pay	69.91
Total Paycom Cash Requirements	1,166,533.19
Total Cash Requirements	1,166,533.19

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: E39FA5AA8
Period Ending: 06/30/2026
Check Date: 07/10/2026
PAYCOM Impound Date: 07/09/2026

Client: 10056 EIN:

A wire request for $23,564.41 will be sent to your bank on 07/08/2026

Items

Checks / Vouchers	9
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service		516.16
Direct Deposit		7.25
Jurisdiction Filing		30.00
Garnishment Fee this Payroll	No Charge	
Additional Services		91.80
Total Billing		645.21

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,340.49	1,340.49	2,680.98
Medicare	320.80	320.80	641.60
Federal W/H Tax	1,173.48		1,173.48
California W/H Next Day	647.99		647.99
California SDI Next Day	296.51		296.51
Total Tax Deposits	3,779.27	1,661.29	5,440.56

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	15,729.18
Direct Deposit Distribution - Paycom Pay	1,749.46
Taxes - PAYCOM Resp.	5,440.56
Payroll Fee	645.21
Total Paycom Cash Requirements	23,564.41

Total Cash Requirements

23,564.41

Paycom Payroll, LLC a subsidiary of Paycom Software, Inc.
7501 W. Memorial Road Oklahoma City, OK 73142
(405)722-6900

Powered by BoardOnTrack

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: 5434337FE
Period Ending: 07/15/2026
Check Date: 07/24/2026
PAYCOM Impound Date: 07/23/2026

Client: 10056 EIN:

A wire request for $12,148.02 will be sent to your bank on 07/22/2026

Items

Checks / Vouchers	5
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service		453.87
Direct Deposit		7.25
Jurisdiction Filing		30.00
Garnishment Fee this Payroll	No Charge	
Total Billing		491.12

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	694.96	694.96	1,389.92
Medicare	163.78	163.78	327.56
Federal W/H Tax	679.70		679.70
California W/H Next Day	387.43		387.43
California SDI Next Day	151.43		151.43
Total Tax Deposits	2,077.30	858.74	2,936.04

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	6,686.58
Direct Deposit Distribution - Paycom Pay	2,034.28
Taxes - PAYCOM Resp.	2,936.04
Payroll Fee	491.12
Total Paycom Cash Requirements	12,148.02

Total Cash Requirements

12,148.02

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: BC8A03DE3
Period Ending: 07/31/2026
Check Date: 07/24/2026
PAYCOM Impound Date: 07/23/2026

Client: 10056 EIN:

A wire request for $417,884.32 will be sent to your bank on 07/22/2026

Items

Checks / Vouchers	62
Additional Direct Deposit Accounts	10

Billing

Check Processing/Tax Service		1,341.93
Direct Deposit		9.50
Jurisdiction Filing		30.00
Garnishment Fee this Payroll	No Charge	
Total Billing		1,381.43

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	9,464.88	9,464.88	18,929.76
Medicare	6,424.79	6,424.79	12,849.58
Federal W/H Tax	37,610.30		37,610.30
California W/H Next Day	19,409.92		19,409.92
California SDI Next Day	5,466.22		5,466.22
California ETT Qtrly		0.51	0.51
California SUTA		14.67	14.67
Hawaii W/H Semiweekly	808.92		808.92
OR EE WBF Tax Assessment	1.39		1.39
OR ER WBF Tax Assessment		1.39	1.39
Oregon W/H Next Day	982.34		982.34
Oregon EE PFML	70.74		70.74
Oregon SUTA		439.38	439.38
Oregon Transit Tax	11.79		11.79
Oregon ER PFML		47.16	47.16
Total Tax Deposits	80,251.29	16,392.78	96,644.07

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	306,046.79
Direct Deposit Distribution - Paycom Pay	13,812.03
Taxes - PAYCOM Resp.	96,644.07

Cash Requirements Statement

EXCEL ACADEMY CHARTER SCHOOLS

Transaction #: BC8A03DE3
Period Ending: 07/31/2026
Check Date: 07/24/2026
PAYCOM Impound Date: 07/23/2026

Client: 10056 EIN:

A wire request for $417,884.32 will be sent to your bank on 07/22/2026

Payroll Fee	1,381.43
Total Paycom Cash Requirements	417,884.32
Other Cash Requirements	
Manual Checks	4,972.83
Total Other Cash Requirements	4,972.83
Total Cash Requirements	422,857.15

School Pathways Quote Form with Excel Academy Charter School - OC (8/17/2026-6/30/2027)

School Pathways LLC

Company address
PO Box 432, Portola, CA 96122

Company ID no.
FEIN #84-3824527

Hereinafter referred to as
-

Excel Academy Charter School - OC

Company address
1 Technology Drive, Bldg. I, Ste. 811, Irvine, CA 92618

Company ID no.
-

Hereinafter referred to as
-

Customer Name: Excel Academy Charter School - OC Customer Contact Name: Heidi Gasca	Enrollment: 300 Customer Contact Title: Superintendent
Contact Email: hgasca@excelacademy.education	Number of Schools: 1
Customer Contact Phone:	Contract Term: 11 months
Proposal Issue Date: 2026-08-05	Start Date: 2026-08-17
Proposal Expiration Date: 2026-09-04	End Date: 2027-06-30

Deal ID: 63433730953

SaaS Subscriptions / One-Time Fees	Quantity	Unit	Unit Price	Prorated Unit Price	Fee
SIS (Student Information System) Annual Subscription, prorated 8/17/2026-6/30/2027	300	Student	$14.15	$12.29	$3687.00
SIS Oversight Annual Subscription, prorated 8/17/2026-6/30/2027	300	Student	$2.09	$1.82	$546.00
PLS Annual Subscription, prorated 8/17/2026-6/30/2027	300	Student	$49.00	$42.56	$12768.00
RegOnline Annual Subscription, prorated 8/17/2026-6/30/2027	300	Student	$1.89	$1.64	$492.00
SPArchiving Annual Subscription, prorated 8/17/2026-6/30/2027	300	Student	$6.75	$5.86	$1758.00
OPS Export Bridge Annual Subscription, prorated 8/17/2026-6/30/2027	1	School	$700.98	$608.80	$608.80
Beehively Export Bridge Annual Subscription (District Oversight Level, discounted 100% for initial term), prorated 8/17/2026-6/30/2027	1	School	$0.00		$0.00
Clever Export Bridge Annual Subscription (District Oversight Level, discounted 100% for initial term), prorated 8/17/2026-6/30/2027	1	School	$0.00		$0.00
iReady Bridge Annual Subscription (District Oversight Level, discounted 100% for initial term), prorated 8/17/2026-6/30/2027	1	School	$0.00		$0.00

Parsec Export Bridge Annual Subscription (District Oversight Level, discounted 100% for initial term), prorated 8/17/2026-6/30/2027	1	School	$1200.00		$1200.00
Basic New Scope Setup Fee (includes initial setup of new scope, no training or loads provided by School Pathways)	1	School	$500.00		$500.00
Professional Services Package (see attached Addendum)	10	Hourly	$200.00		$2000.00

Total Annual Fees:	$19859.80
Total One-Time Fees:	$2500.00
Total Quote:	$22359.80

School Pathways will review enrollment prior to term end date to adjust subscription fees for enrollment increases as needed. Any applicable state sales tax has not been added to this quote.

Invoices shall be issued at or by quote start date. All invoices shall be paid before or on the due date set forth on invoice.

By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to www.schoolpathways.com/msa

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

Signatures

On behalf of	On behalf of
Excel Academy Charter School - OC	School Pathways LLC
Representative title	Representative title
Superintendent / CEO	Director of Finance
Company representative	Company representative
Heidi Gasca	LeAnn Steffanic
Email	Email
hgasca@excelacademy.education	leann@schoolpathways.com
	
Signature	Signature
2026-08-06	2026-08-06
Date	Date

Professional Services Package - includes setup and training for the following items:

	Who will be responsible for set up?	What scope do you want this pulled from?	Check Off	Date Completed
Calendars	School Pathways	CS	☐	
Transcript Settings	School Pathways	CS	☐	
- Grad requirements	School Pathways	CS	☐	
- GPA Settings	School Pathways	CS	☐	
- Report Card templates	School Pathways	CS	☐	
Learning Centers/Regions	Excel Academy	CS	☐	
- LC names?	Excel Academy	CS	☐	
Reg Online (set up docs)	Excel Academy	CS	☐	
School Policies	School Pathways	CS	☐	
Page Policies	School Pathways	CS	☐	
Master Course List	Excel Academy	CS	☐	
PLS Templates loaded	Excel Academy	CS	☐	
Master Agreement Settings	Excel Academy	CS	☐	
Archive Settings	Excel Academy	CS	☐	
Staff Permissions	School Pathways	CS	☐	
Custom Permissions	School Pathways	CS	☐	
Embedded Letters	Excel Academy	CS	☐	
Custom Fields	Excel Academy	CS	☐	
Exports	School Pathways	CS	☐	
Student Portal Policies	Excel Academy	CS	☐	
Staff Polision Titles	Excel Academy	CS	☐	
Custom Attendance Codes	School Pathways	CS	☐	
Settings	School Pathways	CS	☐	
- School Information	School Pathways	CS	☐	
- School Calendars	School Pathways	CS	☐	
- Tags	School Pathways	CS	☐	
- Trigger emails	School Pathways	CS	☐	

	Who will be responsible for set up?	What scope do you want this pulled from?	Check Off	Date Completed
- Security	School Pathways	CS	☐	
- Counseling sessions	School Pathways	CS	☐	
- MTSS Settings	School Pathways	CS	☐	
- Special Programs	School Pathways	CS	☐	
Inter- district Transfers	Excel Academy (SP assists if students are tagged for transfer)	CS	☐	
Staff Push from District	Excel Academy	CS	☐	
Data Migration	Not Needed	N/A	☐	
OPS Bridge	School Pathways	New Set Up	☐	
CCGI Bridge	School Pathways	New Set Up	☐	
Canvas LMS	School Pathways	New Set Up	☐	
Clever Bridge	School Pathways	New Set Up	☐	
I-Ready Bridge	School Pathways	New Set Up	☐	

Audit trail

Details

FILE NAME	School Pathways Quote Form with Excel Academy Charter School - OC (8_17_2026-6_30_2027) (2) - 8/6/26, 4:57 PM.pdf
STATUS	Signed
STATUS TIMESTAMP	2026/08/07 00:28:19 UTC

Activity

SENT	javier@schoolpathways.com **sent** a signature request to: • LeAnn Steffanic (leann@schoolpathways.com) • Heidi Gasca (hgasca@excelacademy.education)	2026/08/06 23:59:11 UTC
SIGNED	**Signed** by LeAnn Steffanic (leann@schoolpathways.com)	2026/08/07 00:13:28 UTC
SIGNED	**Signed** by Heidi Gasca (hgasca@excelacademy.education)	2026/08/07 00:28:19 UTC
COMPLETED	This document has been signed by all signers and is **complete**	2026/08/07 00:28:19 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

Quote 2021

302 Washington St. #811
San Diego, CA 92103
+18582815001
backoffice@chartertechservices.com
www.CharterTechServices.com

ADDRESS	SHIP TO
Excel Academy 1 Technology Drive I-811 Irvine, CA 92618	Excel Academy 1 Technology Drive I-811 Irvine, CA 92618

DATE	TOTAL
07/01/2026	**$33,482.57**

ACTIVITY	QTY	RATE	AMOUNT
Apple Macbook Air 15, M5 CPU, 16GB RAM, 512GB SSD	18	1,499.00	26,982.00T
3YR AppleCare+	18	239.97	4,319.46
CA Recycle Fee	18	5.00	90.00

SUBTOTAL	31,391.46
TAX	2,091.11
TOTAL	$33,482.57

THANK YOU.

Accepted By

Accepted Date

Coversheet

Consent - Education Student/Services

Section: X. Consent
Item: B. Consent - Education Student/Services
Purpose:
Submitted by:
Related Material:
EACS 2026-27 SPED Handbook Revisions.pdf
_26_27 EACS SPED Handbook.pdf
Nonpublic, Nonsectarian School_Agency Services Master Contract and Individual Service Agreement.docx.pdf
Excel Academy 2026-2027 English Learner Master Plan.pdf

BACKGROUND:

Item: 2026-2027 Special Education Contracted Vendors List

Background: Excel Academy Charter Schools Special Education partners with a list of researched and curated vendors to provide services to students that cannot be accommodated by Excel Academy Staff. Services include Physical Therapy, Adapted Physical Education, Speech Language Pathology, Auditory services, and counseling.

Item: Approval of English Learner Master Plan Revisions

Background: Revisions to this plan include:

- Removing the requirement for a Special Education EL student to have a goal written on their IEP to address any areas on the ELPAC that fall below level 3.
- Expanded factors that the Special Education team takes into consideration when determining if the student's disability interferes with their ability to demonstrate English proficiency.
- Updated the Monitoring of Reclassified Students section to include legal and educational code.
- Updated staff titles throughout

Item: Ratification of the 4Imprint Invoice

Background: 4Imprint is a company that produces customizes products for businesses. Excel Academy has used 4Imprint for all EACS swag and apparel for staff and students over the past five year, and is currently ordering swag for Excel students for various community events throughout the year.

Fiscal Impact: $21,495.88

EACS AUGUST 2026 - SPED HANDBOOK REVISIONS

Recommended for board approval to align with new provisions and update language for clarity

Section	Item
Section: **Special Education Department Contacts**	*Revised:* ● Updated staff member contact for IEP Questions or Concerns
Section: **Contact Information and Communication Policy**	*Added:* ● New section on EACS-Issued Technology

Section: **IEP Services**	*Added*: ● For Virtual Session Participation, included a statement that communicates EACS expects students to participate independently and may ask parents or adults to step back if their presence or help becomes disruptive or unnecessary.

Section: **State & Local Assessments**	*Revised:* ● Revised Report Cards and IEP Progress Reports to include Grading in accordance with EACS grading policies and procedures, as well as Ed Code.
Section: **High School**	*Revised:* ● Updated VAPA , Electives, and World Language/CTE/College credits

Special Education Handbook - 2026-2027

Thank you for choosing Excel Academy Charter School ("EACS") to support you on your student's educational journey. We recognize the unique challenges that you may encounter while supporting your student with special needs in an independent study placement and want to ensure that you have a reference guide to provide important information about the Special Education program at Excel Academy Charter School.

Excel Academy's special education department is staffed with a collaborative team of credentialed special education teachers, specialists, and administrators who each bring a wealth of experience serving and supporting students with special needs to our school. We look forward to working with your student(s) to provide their Individualized Education Plan ("IEP") supports and services in our personalized learning environment.

If your student is newly enrolled, we are pleased to welcome you to the Excel Academy family! If your student is continuing with us, we hope you will find this handbook helpful as a reference guide for a variety of topics and frequently asked questions related to special education policies and procedures.

I am honored to have the privilege of supporting this team and our families as we embark on another year.

Sincerely,

Lara Ulmer

Lara Ulmer
Director of Special Education

To view the general Excel Academy Charter School handbook on our website, please click here.

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Special Education Department Contacts

Parent Support

Parent support is available during school hours, Monday through Friday from 8:00 A.M.–4:30 P.M. Please see the information below for special education department contact information.

Mailing Address

Our office is located at:
1 Technology Drive, Ste I-811
Irvine, CA 92618

For all questions, please **first** contact your student's **assigned Case Manager ("CM")** for support. You will receive contact information for your student's CM prior to the first day of school. If you wish to reach a different staff member by email, please use one of the contacts below.

Student Records Requests:
Loubna Shokair, Registrar - registrar@excelacademy.education

Newly Enrolled/Transfer Students:
Lara Ulmer, Director of Special Education - lulmer@excelacademy.education

Case Manager and IEP Service Provider Questions:
Leah Vides, Assistant Director of Special Education - lvides@excelacademy.education

IEP Questions or Concerns:
Kyra Bartlett, Program Specialist - kbartlett@excelacademy.education

General Special Education Referral Questions:
Noell Scott, School Psychologist - nscott@excelacademy.education

Speech and Language Therapy Referral Questions:
Lisa Villarreal, Speech and Language Pathologist - lvillarreal@excelacademy.education

If you wish to reach a specific team member by phone, please use one of the following:

Excel Academy Main Office	**PH: 949-387-7822**
Records/Registrar - Loubna Shokair	**PH: 714-387-9677**
Program Specialist - Kyra Bartlett	**PH: 949-774-6293**
Assist. Director of Special Education - Leah Vides	**PH: 657-801-8505**
Director of Special Education - Lara Ulmer	**PH: 949-378-1350**

Please refer to the general EACS Handbook for additional staff contact information

Contact Information and Communication Policy

School Communication Responsibilities

It is imperative that we are able to communicate effectively with our families due to the remote nature of our school. The school requires that all parents reply to communication from Excel Academy staff and Teachers of Records within 48 hours (2 business days). We also require 24 hours notice in the event a parent must cancel an Excel Academy appointment, including but not limited to: LP meetings, IEPs, SPED provider appointments, and Student Success Team (SST) meetings.



Communications with the Special Education Team

The main venues of communication and document submission to parents of special education students are Email and DocuSign. Parents will receive time-sensitive communication, information about upcoming events, reminders, surveys, and IEP-related documents via both of these methods.

EACS-Issued Technology

Upon enrollment, all EACS students will be issued a Google email address. This email address is intended to be utilized to access educational accounts, subscriptions, and instructional delivery platforms including Google classroom and Zoom. To support learning in the home environment and facilitate student access, an EACS issued Google Chromebook will be provided at the beginning of the school year. GoGuardian is a student safety and learning

management tool that Excel Academy uses in all school-issued Chromebooks. It helps our teachers and staff keep students safe, focused, and supported during online learning by blocking inappropriate or unsafe content and alerting staff to potential concerns. For more information regarding GoGuardian and the responsibilities of the student and parent/guardian when a Chromebook is issued, please refer to the 2026-2027 Student & Parent/Guardian Electronic Device Agreement in your Back to School Packet.

Docusign is a secure means for the electronic delivery of documents and the gathering of formal signatures. It is not required that you have a personal DocuSign account in order to access, view, and provide signatures on documents sent to you. In addition, you may request that a physical copy of any document be forwarded via US Mail or email attachment. Whenever you receive a confidential document via DocuSign, the passcode will be your student's SIX digit birthday in MMDDYY format. For example, if your student's birthday is 3/2/13, the passcode will be 030212. ***Please let your student's Case Manager know as soon as possible if you would like to update your email contact information.***



Enrollment

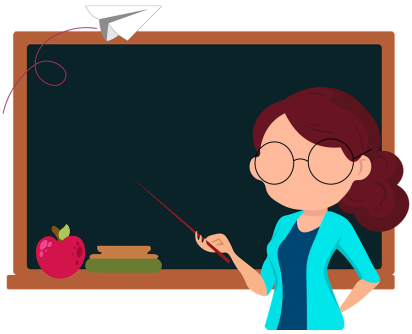
Students newly enrolled in Excel Academy Charter School ("EACS") with an active IEP will be supported during each step of the transition. Once the admissions process is complete, your student will be assigned to a Teacher of Record ("ToR"), who will walk you through the details of the Master Agreement ("MA") as well as the Acknowledgement of Responsibilities ("AoR"). The MA is a binding agreement between Excel Academy, the student, the parent/guardian, the supervising ToR, and other responsible persons. The agreement documents assigned courses as well as the time, manner, and frequency of the student's meetings with the faculty. The AoR further outlines terms and conditions of Independent Study responsibilities.



Once both the MA and the AoR have been signed, your student is considered fully enrolled in EACS. Our special education team will support the process of requesting, gathering, and reviewing your student's records prior to sending a welcome letter via email describing next steps. Once you have received your student's welcome letter, please contact the special education department via email at specialeducation@excelacademy.education if you have any questions.

The Excel Academy IEP Team

Teacher of Record (ToR) - The ToR is a single or multiple subject credential-holding teacher who works with assigned families to identify, support, and implement a personalized learning plan for each student. The assigned ToR will serve as the General Education teacher in all IEP meetings.

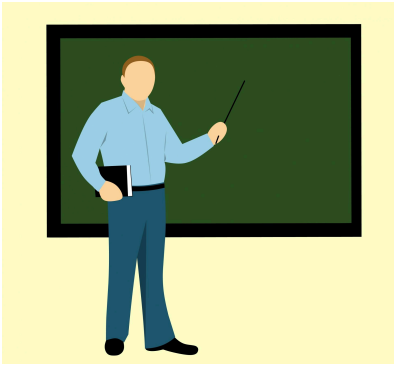




Parent/Guardian - Parents and guardians are considered vital participants in any IEP team discussion. In addition, at Excel Academy, our personalized independent study model requires that a parent/guardian or adult designee be responsible for providing daily core instructional support to students in the home setting.

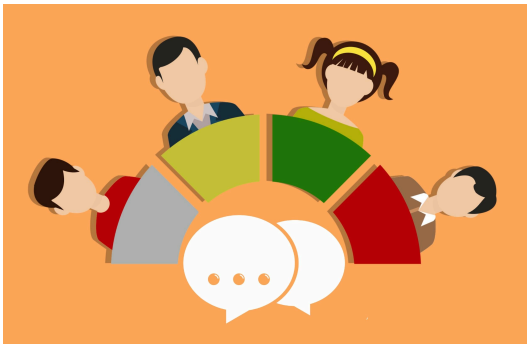
Student - EACS encourages students to participate in discussion with their IEP team at all meetings, as soon as it is legally and/or developmentally appropriate for them to do so. Student's, beginning at the end of 8th grade,will be invited to participate by their CM as an Individual Transition Plan (ITP) becomes a legally mandated portion of the IEP for all students in high school. Students 18 and up are required to participate, unless EACS has documentation to show continuing parent rights past the age of majority.





Case Manager (CM) - The CM is a fully credentialed special education teacher/education specialist. Your student's CM will provide oversight of all IEP implementation and progress monitoring needs, and in most cases will serve as the direct provider of Specialized Academic Instruction ("SAI") service.

Speech and Language Pathologist (SLP) - The SLP is an educational specialist trained in the prevention, assessment and treatment of speech and language disorders. If your student is identified as a special education student with only speech needs, an SLP will serve as your student's CM. For students with more complex needs including speech, the SLP will serve as a related service provider.

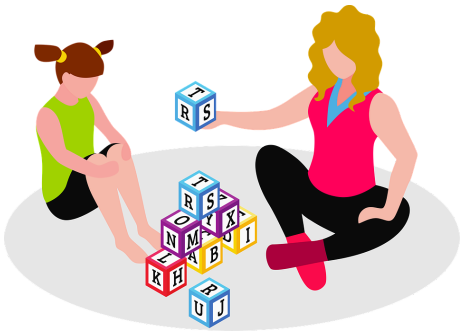


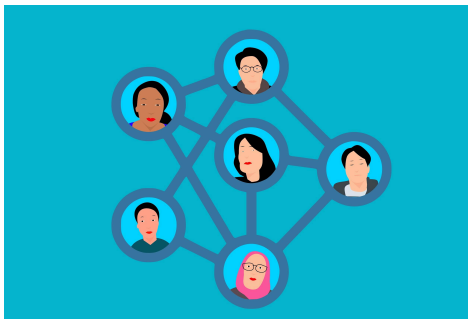
School Psychologist - The School Psychologist is an educational specialist trained in both the psychological and educational disciplines. At EACS, our School Psychologists support the IEP team



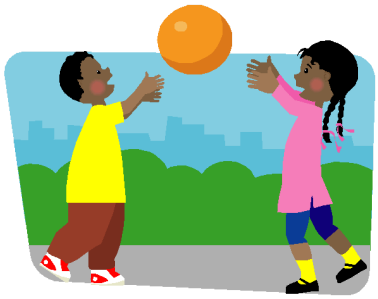
in completing comprehensive evaluations of students across the domains of general development, cognition, processing, motor skills, academic achievement, adaptive/self-help skills, social-emotional skills. Additionally, they may provide ongoing direct services per the IEP. If your student is due for a comprehensive special education evaluation, or is receiving direct services for social/emotional needs, a School Psychologist will be part of your student's IEP team.

Related Service Providers - Related service providers support the provision of a variety of additional support services that may be provided per your student's IEP. They are referred to as "related services" because they are intended to address needs related to a primary educational disability condition. Some of the more common related service areas are Occupational Therapy ("OT"), Adapted Physical Education ("APE"), Physical Therapy ("PT"). If your student receives consultation or direct service in any of these areas per their current IEP, or is suspected of having a need for related services, a specialist will be contracted to provide assessment, consultation and/or direct service.





Administrative Designee/LEA Rep - An administrative designee is required to participate in all IEP meetings. The primary purpose of the LEA Rep is to support the IEP team in collaborative discussion. Additionally, they are tasked with ensuring that our IEP team meeting processes remain both student-centered and legally compliant.



IEP Services

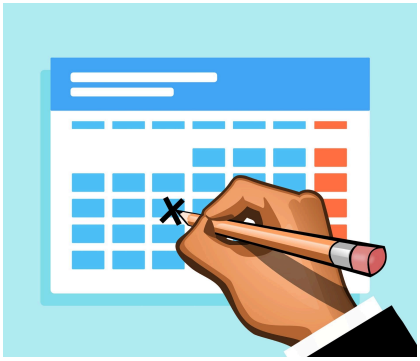
IEP Team Assignments

Prior to the first day of the regular school year, you will receive a personalized contact from your student's assigned Case Manager and all related service providers to discuss a schedule of service provision. Your student's IEP team will be selected and matched to your student(s) based on a variety of factors, including but not limited to credential/license type and geographic location. We have worked to expand our in-house faculty and currently employ a full team of Case Managers, Speech and Language Pathologists, SLP Assistant, School Psychologists, an Occupational Therapist and support staff to meet your student's needs.

Due to the complex nature of matching IEP teams to hundreds of students across several counties, the EACS team is not able to consider requests for specific CMs, providers, or related service agencies.

Scheduling IEP Services

When contacted by your student's service providers you will discuss available appointment times that allow for implementation of your student's IEP according to the frequency, duration, and delivery method required. *Please note that services may only be provided during regular school hours (8:00 am through 4:30 pm).*



Virtual Services:

All virtually delivered IEP services (individual or group) will be provided via Zoom or a similar online platform. Your CM, SLP, or related provider will provide specific information for platform access.

Virtual Session Participation:

Although the independent study setting offers scheduling flexibility for students to participate in many outside activities, it is important to remember that IEP services are deemed necessary in order for your student to receive educational benefit. With this in mind, when students are participating in any virtual special education service, the expectation is that they will be at home or in a quiet seated work area where they can remain fully engaged with the instructor for the duration of the session. It is not appropriate for students to join virtual sessions while laying in bed, in a car, or in any location where they are not able to respond to the instructor when asked through a variety of formats (e.g. on-screen chat, written responses).

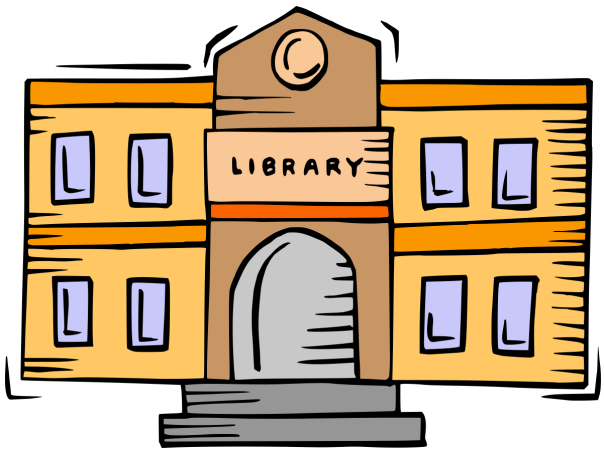
Please consider your student's schedule of virtual services before making commitments to activities that may pose a scheduling conflict or cause your student to be away from an appropriate academic work area when their sessions begin. In addition, EACS requires that students' web cameras are on and that the student is visible in the camera frame during the entirety of each virtual session. EACS kindly asks that you are cognizant of your student's background and environment while they are participating in virtual sessions.

Some of our students may require extra support from a parent during individual virtual sessions to help them adjust to the format. If the parent and CM agree that this is the case, the CM and parent must develop a fade out plan to increase the student's ability to independently participate in sessions.

Due to the confidentiality requirements of special education, parents are prohibited from joining a group session without first identifying themselves. We kindly ask that parents refrain from participating, in any way, in a group session without prior permission from the CM or group instructor. If it is observed that the presence of a parent, guardian, or other adult support to the student creates a distraction to the participating students or the instructor; EACS will request that the student attend future sessions independently for the duration of the class. EACS further reserves the right to request that parents remove themselves from assisting their students during class sessions if such support is deemed to be inappropriate given the student's age or grade placement.

In Person Services:

All in-person services will be provided in a public location deemed to be an appropriate environment for the purpose of providing the indicated service. Due to our independent study charter school guidelines, we are not permitted to meet your student for any activity in our physical office location. Please note that services may only be provided during regular school hours (8:00 am through 4:30 pm).



Public Meeting Locations

If your student's IEP calls for in-person service delivery, the service provider will identify appropriate locations to meet with your student within a 25 mile radius of your home address. The provider will contact you to discuss options and agree on a location prior to the first day of service.

Preferred locations for in-person services are public libraries and community centers, although public food establishments and public parks will also be considered. If your student is working with a vendored provider for OT, PT, APE, or another service; you may be required to travel to a clinic/office location to meet your provider.

In Person Participation Guidelines

When students meet EACS providers for in-person sessions, a parent or guardian is required to remain on the premises or within a five minute travel radius of the location. If you choose to leave the premises during your student's session, you must provide your cell phone number to

the service provider. If your student experiences a health-related or behavior-related emergency during sessions, it is vital that you are close enough to return to the session location without delay. If an EACS staff member is not able to reach you in the event of a health-related emergency, they will be required to dial 911 for assistance. If your student has a documented medical condition potentially requiring the administration of emergency medications (e.g. Albuterol, Diastat, etc), a parent or caregiver designated by the parent must remain in the immediate proximity of the student for the duration of the in-person session to provide support if needed. Excel Academy employees and contracted support staff are not permitted to provide emergency medications to students .

Prioritizing IEP Services

We understand that in today's world our students have very busy schedules. We also understand that the EACS format allows for them to fill their day with all manner of enriching activities to supplement their formal educational journey. However, we ask that when committing to educational and extracurricular activities you consider the importance of your student's IEP services. Because each IEP service provider is tasked with setting up session schedules to accommodate both individual and group services for students, we ask that you maintain scheduling flexibility with your student's IEP providers as you work together to determine a mutually agreeable session schedule.

If you are unable to agree to a mutually agreeable schedule and/or location for the delivery of individual special education services, such that your student's IEP is unable to be implemented, EACS will be required to select and notify you of your student's scheduled service time and location. If you choose not to make your student available during the designated service time, please be aware that they will not be entitled to make-up services and EACS may be required to issue a Progress Improvement Notification due to lack of participation/attendance.

All IEP services delivered in a group setting will be pre-scheduled by EACS and are not able to be modified.

If there is a delay on the part of EACS in assigning your student's IEP service providers, make-up sessions will be provided per the IEP for the duration of time that services were unavailable.

Cancellations/Reschedules/No-Shows

We understand that sometimes unforeseen circumstances present themselves. If you need to cancel your student's IEP service appointment due to a conflicting educational or personal activity



scheduled during the same period of time, we ask that you please do so at least 24 hours prior to the scheduled appointment. If you need to cancel your student's IEP service due to illness, please notify the provider as soon as you are aware that your student will not be well enough to participate. Parent or student canceled sessions and no-shows will be considered an absence and will not be made-up. Requests to reschedule sessions cannot be accommodated due to staff bandwidth and capacity. If a student demonstrates a pattern of cancellations or no-shows for services, your CM will reach out to determine a plan for increased successful attendance. If the absences continue, you will be contacted by the EACS special education program specialist to discuss. If neither attempt results in improved attendance, Progress Improvement Notifications ("PINs") may be issued per the EACS Discipline and Involuntary Withdrawal Policy.

Special Education sessions may be cancelled in the event of a required staff activity or an unexpected staff illness. You will be notified in writing via email in these circumstances. If a service is regularly provided in an outdoor location, cancellations due to weather are possible. Weather-related service cancellations will be determined at the discretion of the provider. Please be aware that EACS service providers cannot accommodate requests to modify service delivery from in-person to virtual/online/teletherapy due to weather. If you wish to request a make-up session due to a staff-related cancellation, EACS kindly requests that you email the Assistant Director of Special Education, Leah Vides, at lvides@excelacademy.education no later than one calendar week following the cancellation to document your request. We ask that you include the service provider and date of missed session in the email. All session make-ups will be provided during the EACS summer session.

Students are expected to arrive on time for all sessions to ensure they receive the full benefit of the support provided. If a student misses more than half of a session without prior notification, the absence will be recorded as unexcused. EACS requests that advance notification of anticipated absence be provided 24 hours prior to the session start time.



CM/ToR Collaboration

Learning Period (LP) Meetings

Learning Period (LP) meetings are a critical part of personalized learning at Excel Academy. The LP meeting takes place at a mutually agreed upon public location, approximately every 20 school days. During the meeting, the ToR communicates with the student one on one to gather information and knowledge learned throughout the LP. If your student is participating in the Virtual Elementary path, their ToR will maintain ongoing documentation of core content presentation in place of the LP meeting requirement.

While it is not required, we encourage you to please share work samples with your student's CM monthly as well. If work samples are not provided regularly throughout the year, your student's CM will request recent samples from your student's ToR, along with general information regarding their observations of academic progress, prior to any scheduled IEP meeting.



Body of Work

A body of work is 20 days worth of learning, in each assigned subject area, generated from the ToR-provided Pacing Guide for each core subject/course. All work should be graded or evaluated in some manner. At each LP meeting, the ToR will collect a sampling from the body of work in each subject/course that is an accurate representation of the work completed. The ToR will file these samples as proof of student daily engagement, attendance and progress.

When scheduling LP meetings with the ToR, please keep in mind your student's Excel provided services. Missed service sessions due to LP meetings will not be made up.

Please note that your student's IEP service providers are required to provide specially designed instruction in accordance with their current documented IEP goals and objectives. Because of this, they are not able to support student completion of work samples for the sole purpose of meeting LP body of work requirements.

Student Pacing and Curriculum

The ToR will provide a pacing guide for all curriculum content in a student's Course of Study before each LP begins. The student's assigned ToR will review the body of work completed by the student throughout the LP and engage in academic conversation to confirm content mastery. Progression through the assigned curriculum content will be verified by the ToR on a weekly basis. If students fail to complete at least 70% of the pacing guide provided by the ToR, they may be issued a PIN.

The ToR, CM, and Special Education Coordinator will collaborate on pacing for students receiving support via an IEP, as needed and requested by the ToR and/or parent. In addition, if a student requires exposure to both a core grade-level curriculum and a supplemental curriculum in order to address their unique needs, consultation will be provided to support appropriate selection, pacing and assessment of progress. If a student is entirely unable to access core grade-level curriculum due to their disability, the IEP team will meet to discuss and determine an appropriate instructional level, and will discuss the long-term considerations of moving a student to an exclusively alternate curriculum.

Special Education Attendance

Consistent attendance for all IEP services is essential to ensuring that each student makes adequate progress and is receiving appropriate ongoing support for their disability-related educational needs. If your family is experiencing a special circumstance that will prevent your student from attending their IEP services consistently, you are encouraged to notify your student's CM as soon as possible. When a student accumulates three cancellations or no-shows for services, your CM will reach out to determine a plan for increased successful attendance. If the absences



continue, you will be contacted by the EACS special education program specialist to discuss the concern. If neither attempt results in improved student attendance, Progress Improvement Notifications ("PINs") will be issued per the EACS Discipline and Involuntary Withdrawal Policy.

General Education Attendance

Along with the assessment of student work, another responsibility of the ToR is to verify and claim attendance monthly. Daily engagement will be assessed each school day. Attendance will be claimed on or after the last day of the Learning Period. After reviewing daily engagement and the student's work, the ToR will verify that ample work was completed by the student from the provided pacing guide for the LP, and the ToR and parent/guardian will sign and date the electronic Attendance Grid Log. *Please note that attendance for IEP services is documented and monitored separately, and does not replace LP attendance requirements. Attendance for students participating in the Virtual Elementary Path will be supported by the ToR.*



Special Education Assessment

Special Education is defined by law as "specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability." In order to determine a student's unique needs and discuss their eligibility for special education, assessment in the areas of suspected disability are required. Once all assessments are complete, the IEP team meets to discuss results, review student progress, and answer the following questions.

1. Does the student meet the State of California's definition for eligibility criteria as an individual with a disability?
2. Does the severity of the disability have an adverse effect on the student's educational performance?
3. Does the student require special education services to ensure a free appropriate public education?

There are times when an assessment is required, and times when it will be recommended.

Required Assessment Decision Points:

1. Initial referral for special education.
2. Once every three years following the initial (AKA Reevaluation).
3. Anytime a new or additional disability is suspected by any member of the IEP team.

Recommended Assessment Decision Points:

1. Significant change in progress, disability status, or age since last evaluation.
2. Recommended exit from special education service.
3. Lack of consensus among the IEP team regarding the student's disability condition, unique needs, or offer of FAPE.

If your student is due for a required assessment, you will be provided with an Assessment Plan (AP) at least 60 days prior to the date on which the IEP team will be required to convene and discuss results.

If your student is recommended for an additional assessment, an early reevaluation, or a special education assessment for any other reason, an AP will be provided within 15 calendar days of the referral concern being raised.

Once your consent to the AP is received, you will be contacted by the assigned assessment team to begin scheduling assessment contacts. We kindly request your cooperation and flexibility in accommodating the assessment team as your student may encounter multiple assessors and testing sessions. Following completion of the assessments, an IEP team meeting will be scheduled to review results and discuss recommendations. If you do not choose to provide consent to a required or recommended assessment, a representative from the EACS special education administrative team will contact you to discuss your concerns.

Observation of Student Educational Activities

EACS staff may observe any enrolled student while engaged in educational activities, with or without prior notice. While this is permitted to occur for any reason deemed appropriate and necessary by EACS administration, the primary functions of observation are to ensure that EACS is providing adequate support to students learning in our Independent Study Charter School environment, as well as to provide support and evaluative feedback to staff. Observations may occur during any Excel sponsored, funded, or supervised activity including but not limited to virtual meetings, online courses, in-person meetings, enrichment activities, extracurricular activities, and field trips.

Special education staff may observe your student participating in their educational day for the purposes of consultative/instructional support to colleagues, staff evaluation purposes, and to provide oversight to the special education team in the delivery and implementation of the special education program. When observations are required to be completed by internal staff to ensure compliance with state and/or licensing board requirements regarding oversight of service providers, student sessions may be canceled in advance to allow for these observations to occur as required.

If the purpose is to complete a structured or unstructured student observation as a portion of formal multidisciplinary evaluation, you will have provided prior permission via an active Assessment Plan (AP).



Individualized Education Plan (“IEP”) Information

IEP Overview

The term “individualized education program” (IEP) refers to a written document, developed for each child with a disability, to include:

1. Student’s present levels of academic achievement and functional performance, including how the disability affects involvement and progress in the general education curriculum.

2. A statement of measurable annual goals, including academic and functional goals designed to enable the student to make progress in the general education curriculum; and to meet other educational needs that result from the disability.
3. A description of how the student's progress toward meeting the annual goals will be measured, and when.
4. A statement of the special education, related services, and supplementary aids and services that will be provided to appropriately support the student in making progress toward the annual goals.
5. An explanation of the extent, if any, to which the child will not participate with typically developing peers in the regular class and extracurricular and nonacademic activities.
6. A statement of any individual appropriate accommodations that are necessary to support access and formally measure academic achievement and functional performance.

IEP Meeting Scheduling and Participation

The following team members are required to participate in all IEP meetings:

- Parent/Guardian or Designee
- Teacher of Record
- Case Manager
- LEA Rep

*Additional IEP team members may be invited, depending on the purpose and agenda of the scheduled meeting.



Parents/guardians will be contacted at minimum 10 days prior to any proposed IEP meeting date to discuss availability. If no response is received, a written meeting invitation will be provided to reflect the proposed meeting date and time. If you would like to designate another family member or friend to represent you as the parent/guardian at your student's IEP meetings, please submit your request in writing to your student's CM.

If EACS does not receive a response from a parent/guardian when proposing a required IEP meeting, three attempts will be made to engage parents/guardians in the scheduling process. If those attempts are unsuccessful and no response is received, an IEP date will be determined based on the availability of the remaining team members, and the IEP will be held without parent/guardian participation.

All EACS IEP meetings are held via the online platform Zoom, which provides both telephonic and videoconference access. Prior to the meeting all participants will be provided with a

unique, secure access link.

Annual IEP Review Meetings

Each student's IEP is required to be reviewed at least once annually. The primary purpose is to discuss progress toward achievement of annual goals, and to update and revise the IEP appropriately. In addition, the IEP team will meet whenever the parent or another IEP team member requests a meeting to discuss, review or revise the IEP. An IEP meeting will be held within 30 calendar days of receipt of a written or verbal request from a parent.

Changes, Corrections and Amendments

If making changes to a child's IEP after the Plan Review IEP Team meeting for a school year has already occurred, the parent and LEA rep may agree not to convene a full IEP team meeting and instead may develop an amendment to correct or modify the student's existing IEP without a formal team discussion. While this is legally permitted with parent consent, it is recommended that it only be used for minor corrections and changes. The majority of concerns will necessitate the participation of all required IEP team members.

IEP Meeting Guests

Parents/guardians are permitted to invite anyone of their choosing to participate in their student's IEP. However, we at EACS kindly request that you notify your student's CM of any additional attendees prior to the IEP date. If EACS does not receive prior notification of an additional guest, the meeting will proceed so long as the guest participates in discussion in a collaborative and respectful manner, as described below in *IEP Participation Norms and the EACS Civility Policy*.

If the guest is not able or willing to participate appropriately and the parent/guardian insists on their participation, the LEA representative may choose to end the meeting and reschedule for a time when additional administrative support can be provided.

IEP Meeting Participation Norms



1. Allow each other to talk without interruption. If needed, write questions or comments down and present them when the person is finished speaking.



2. Treat each other with respect. Voice levels will be kept down, profanity will not be used, narration will be kept to a minimum and everyone will remain engaged until the meeting is over. Generalized statements such as "You never…" "He always…" "No one cares about…" etc. will be avoided.



3. Summarize assessment results in 15 minutes or less.



4. Listen to understand each other's viewpoint. Frame responses as a question and do not assume you know the answer. You may not agree with the person speaking and that is your right. Everyone is entitled to their personal view.



5. Focus on the future whenever possible rather than returning to past difficulties.



6. Anyone may call a private meeting (caucus); just ask for one.
7. The meeting is confidential.



8. Agree to time constraints.

Additionally, please be aware all activities occurring while in contact with Excel Academy staff are bound by the EACS Civility Policy. 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 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 the school administration with a written summary of the uncivil behavior and how he/she responded.
4. Determination - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Sample Plan Review IEP Meeting Agenda

1. Introductions, Purpose of Meeting, Establish Time Constraints
2. Procedural Safeguards
3. Student Strengths and Parent Concerns
4. Goal Progress Review
5. Special Factors
6. Proposal of New Goals
7. Accommodations and Modifications

8. Statewide Assessments
9. Services
10. Transportation
11. Extended School Year
12. Placement and LRE
13. Emergency Circumstances Plan
14. Offer of FAPE



Understanding FAPE

The acronym "*FAPE*" stands for Free and Appropriate Public Education. All students enrolled in EACS are enrolled in a public charter school, thereby ensuring access to three portions of this standard - *Free, Public, Education.*

The "A" in FAPE, stands for "Appropriate" and is determined via the IEP process. The FAPE standard mandates that every student identified as eligible for special education receive an education that includes specialized instruction to meet their unique needs. The formal written offer of FAPE is usually the final discussion item in the IEP agenda, and outlines the specific services and supports deemed necessary to provide the student with a FAPE.

IEP Consent

Following each IEP meeting, you will receive a full copy of the final IEP document via Docusign. *The EACS team asks that you please review and provide a response to your student's IEP within 15 calendar days*. If you have any questions regarding the content of your student's IEP document and would like to discuss it further before providing a response, please contact your student's CM. Each IEP signature page will reflect options to agree in full, or to agree with exceptions. If no response is received within 15 days of the first Docusign delivery, the EACS special education program specialist will follow up with you to discuss your options for providing consent

It is important *to note that without parent consent, we are unable to implement any changes to the IEP, including any changes to your student's services or accommodations.*

Independent Study and Special Education

EACS offers independent study to meet the personalized educational needs and goals of all enrolled students. For students with identified special education needs, the IEP then provides

an additional layer of individualization. It is important to note that Independent Study is an alternative education program designed to teach the knowledge and skills of the core curriculum, and is considered to be a uniquely non-restrictive placement within the special education continuum. Independent study placement cannot be unilaterally determined by a parent or LEA, it must be an IEP team decision.

As part of the required agenda topics for each IEP meeting, the student's team will review progress, discuss ongoing needs, and will determine an offer of FAPE in the LRE. If the needs of the student can continue to be met in the Independent Study setting, it will remain the recommended LRE. However, if the student is determined to require a more restrictive placement in order to make progress, the IEP team is obligated to make an offer of FAPE to include a placement in the LRE that is appropriate for the individual student.



Curriculum and Materials

California State & Grade-Level Standards

Excel Academy students must show progression towards, and mastery of, California State Content Standards in order to remain enrolled. With the help of an assigned ToR, students will be guided towards the completion of these standards. ToRs will monitor and adjust student progress through the curriculum regularly to ensure completion of the grade-level standards .

ToRs will provide a copy of the grade-level content standards for all students enrolled. Additionally, parents can obtain the subject and course standards directly from the California Department of Education website.

Criteria for Materials That Can Be Purchased with Instructional Funds (IFs)

Excel Academy receives funding from the state to support student learning and progress toward the standards. Therefore, IFs need to be spent on educational items that meet the

criteria below. ToRs will consult with the Student Services Manager for additional clarification on acceptable IF purchases. The list below should not be considered as all-inclusive and Excel Academy reserves the right to the interpretation of the below criteria and to exercise final judgment on how IFs will be used.

General Criteria:

- Educational curriculum ordered is appropriate for the student's courses and learning plan.
- Materials must be used to meet state and school standards for the student for whom the materials are being purchased.

Additional Guidelines for Special Education

Students who are receiving the support of special education are likewise expected to show progression toward grade-level standards, unless the IEP team has agreed that an alternate curriculum is required due to the unique nature or severity of the student's disability condition.

Unless an alternate curriculum determination has been made and documented by the IEP team, all EACS students must first select an appropriate foundational core curriculum to address all standard subject requirements at their enrolled grade level. Once that selection has been made, it is appropriate and permitted to select an additional supplemental curriculum to support scaffolding between the student's instructional level and currently enrolled grade level. If you require support in selecting an appropriate core curriculum at your student's grade level, or a supplemental curriculum, you are encouraged to collaborate with their assigned ToR and CM for recommendations.



Intervention

WIN

The What I Need (WIN) Program provides quality instruction & progress monitoring to a particular group of students who are performing below grade-level standards. Students are placed in the WIN program based on i-Ready data and ToR proctored assessments. Excel believes it is imperative to ensure each student is performing up to their full potential. Additionally, the state of California requires every public school to have a *Multi-Tiered System of Supports (MTSS)* in place to help students reach state standards. (Link provided: https://www.cde.ca.gov/ci/cr/ri/)

It is important to note that ALL parts of the WIN program are *required* per the *Acknowledgment of Responsibilities* signed with the 2023/2024 Master Agreement. If students or parents do not participate in the WIN Program, they may receive a Progress Improvement Notification (PIN).

It is important to note that EACS students receiving special education are not exempt from WIN requirements. WIN is intended to provide Tier 2 academic support and intervention, and Special Education is intended to provide Tier 3 support via specialized academic instruction (SAI). These two levels of support build on each other; one does not automatically replace the other. However, it is recommended and encouraged that any concerns regarding a special education student's participation in the WIN program be brought to the IEP team for discussion and consideration.

State and Local Assessments

i-Ready Benchmark Assessments

i-Ready benchmark assessments are adaptive diagnostic tests that will indicate mastery and identify learning gaps for students in grades K-11. The benchmark assessments will be administered at least twice annually within the set testing windows. There is no law permitting a parent to opt out of the school's internal assessments, and therefore, students are required to participate in all internal assessments. However, any applicable accommodations will be provided per the student's IEP.

Statewide Standardized Testing

All students identified as requiring special education are expected to participate in standardized state and local assessments along with their nondisabled peers. The California Assessment of Student Performance and Progress ("CAASPP") is the state-mandated academic testing program. The California Alternate Assessment ("CAA") is available to students with significant disabilities preventing access to the CAASPP. All charter schools are required to administer the CAASPP and CAA to identified students, as well as other state-mandated assessments.

In California, parents may opt out of state mandated academic testing by submitting a written request to the school each year. *We do not recommend opting out.* Again, please note that this applies only to state mandated assessments and will not excuse your student from participating in EACS' required internal progress monitoring activities such as iReady assessments, described above.

Your student's IEP includes a section wherein any permitted accommodations will be reflected to support your student's access to standardized state testing activities. If your student's IEP reflects highly individualized accommodations requiring one-on-one administration, their participation will be supported by a designated member of the special education team. If you have concerns about your student's ability to access statewide standardized testing, you are encouraged to discuss your concerns with the IEP team.

If your student requires one-on-one testing, you will receive communications from the special education department prior to the testing window regarding the specifics of planning for your student's participation. The testing window typically takes place during the last 6-7 weeks of the school year, in April and May. We strongly encourage you to consider this timing when making plans for out-of-state travel with your student. If your student is required to test in-person due to their IEP accommodations, you will be provided with a minimum of two weeks notice regarding test locations and appointment times. During the statewide testing window, some of your student's regularly scheduled service sessions may be rescheduled and/or canceled to allow for internal special education staff to support student participation.

If you have any general questions about the EACS statewide testing requirement, please refer to the EACS 2025-2026 Manual.

Student Testing Participation Requirement

All students currently enrolled in Excel Academy are required to participate in local and statewide assessments (where applicable). Failure to participate or satisfy assessment requirements may result in PINs being issued to the student per the EACS Discipline and Involuntary Withdrawal Policy. Please refer to Excel Academy's Local Assessment Policy for more information.

Grading, Report Cards and IEP Progress Reports

All students in grades TK- 12 will receive report cards to document progress and growth following the end of each completed semester. Report card grades are final as determined by the student's ToR in accordance with EACS grading policies and procedures. Per California Education Code Section 49066, teachers have the final authority to issue student grades.

IEP Progress reports will be provided biannually to students with IEPs, during the same timeframe in which semester-end report cards are completed. Your student will receive a detailed progress report for each individual goal addressed by their last agreed upon IEP.

In addition, students will receive updated progress reports at each annual IEP review meeting. The data shown on each progress report provided at the semester's end will reflect progress from the point of the last IEP revision to the end of the semester. For the most comprehensive picture of your student's IEP progress over the course of one full IEP implementation year, please refer to the annual progress report provided within the annual IEP review.



High School

Graduation Requirements

Students are eligible to earn a regular high school diploma when all requirements below have been met:

1. English - 40 credits
2. Math - 20 credits
3. Science - 20 credits (1 life/1 physical)
4. History - 30 credits (1 US/ 1 world/gov/econ)
5. VAPA- 10 credits
6. World Language/CTE/College - 20 credits (2-year course progression of same language or equivalent)
7. PE - 20 credits
8. Electives - 60 credits

Total to graduate: 220 credits
*5 credits = 1 semester / 10 credits = 1 year



Certificate of Completion (“COC”) and Alternative Pathway to Diploma

Not all students in California public schools are able to meet traditional graduation requirements. California public school students with significant disability conditions have the option to pursue an alternative pathway to diploma or anon-diploma track to earn an alternative form of certification that will permit participation in graduation and graduation related activities. Students with identified unique needs related to a disability condition are eligible for an alternate High School completion option, per their active Individualized Education Plan (“IEP”).

Given that the aforementioned is based on an IEP team recommendation, the IEP team will meet to discuss high school completion options and determine the appropriate path for any student identified with a significant cognitive disability. This IEP meeting may occur as early as the spring semester of the student's 8th grade year but will be held no later than the first semester of enrollment in 9th grade coursework. The student's progress toward high school completion requirements will then be revisited at each IEP meeting to follow.

If it is determined by the IEP team that an appropriate High School completion path is the **Alternative Pathway to a Diploma**, the student will be required to meet the following requirements:

A minimum of 135 credits is required, as follows:

1. English: 3 years/minimum 30 credits
2. General Math: 2 years/minimum 20 credits **must include Meet or Exceed Algebra 1*
3. Science: 2 years/minimum 20 credits (10 life, 10 physical)
4. Social Studies: 3 years/minimum 30 credits (10 world history, 10 US history, 5 civics, 5 economics)
5. World Language, Visual and Performing Arts (VAPA), or Career Technical Education (CTE): 1 year/minimum 10 credits
6. Physical Education: 2 years/minimum 20 credits
7. Ethnic Studies: 1 semester/minimum 5 credits

Total to earned COC: 135 credits

Each student completing an alternative pathway to diploma must be eligible to take the California alternate assessment ("CAA") as described in Education Code 60640, and must complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.

If it is determined by the IEP team that the appropriate High School completion path is the **Certificate of Completion ("COC")**, the student will be required to meet the following requirements:

1. Three years/six semesters of English Language Arts.
2. Two years/four semesters of mathematics.
3. Two years/four semesters of science, including one year each of life biological and physical sciences.
4. Two years/four semesters of social studies.

5. Two years/four semesters in physical education, unless the pupil has been exempted pursuant to the provisions of Ed Code Section 51241.
6. Two and a half years/five semesters of Employment, Education, and Life Skills. Five credits (one semester minimum) required in each category.

Total to earned COC: 135 credits

Students who earn an Alternative Diploma or COC are eligible to participate in one graduation ceremony and any school activity related to graduation once all requirements are met. Students who earn either of these may elect to remain enrolled at EACS beyond graduation to receive supports related to adult transition. In these cases, the student's IEP team will convene no later than the Spring semester of the anticipated COC completion year in order to discuss recommendations. If a student requires the continued support of a formal adult transition program, the IEP team will convene again to discuss recommendations. For more information, please refer to the EACS Certificate of Completion and Alternative Pathway to Diploma Policies.

Individual Transition Plan ("ITP") and Transition Services

An ITP is required to be developed for each student with special needs upon entering high school. This portion of the IEP will contain:

1. Appropriate measurable postsecondary goals related to training, education, employment, and where appropriate, independent living skills. These recommended goals will be based upon age appropriate transition assessments.

and

2. Recommended transition services needed to assist the child in reaching postsecondary goals.

Federal law requires schools to provide disabled students with specialized supports from age 3 until age 22, or until they graduate from high school with a regular high school diploma. Students who receive a COC may decide to return to high school and can do so through the age of 22. There are three events that end the school's responsibility to a student with a disability.

1. Student earns a regular high school diploma.
2. Student turns 22.
3. Student or parent/guardian (in the case of conserved adults) requests revocation of all special education and related services.



Graduation

All special education students who are working toward earning a regular high school diploma will receive a Prior Written Notice ("PWN") no more than 30 days prior to their anticipated graduation date. The PWN will confirm the forthcoming completion of diploma requirements, and will provide specific information regarding the end of special education services due to graduation. Following graduation, a Summary of Progress ("SOP") and copies of all recent IEP documentation will be provided to the parent/guardian and/or adult student along with their final IEP progress report.

Student/Parent Requests for Revocation of Special Education

Parents and non-conserved students of majority age have the right to entirely revoke the provision of special education and related services at any time, without reason, following notification in writing. While we ask that you please put such a request in writing, EACS will accept verbal revocation requests made to any staff member, and will follow-up in writing to confirm informed consent to the revocation.

Parents and non-conserved students of majority age also have the right to revoke specific services. In these cases, an IEP will be scheduled to discuss the ramifications of the request.

Once a student or parent has revoked permission to implement the IEP, the student is immediately considered a general education student. If new concerns arise following a revocation decision, the special education referral process may be initiated again by the student, parent, or any staff member without delay.



Schoolwide Discipline Procedures

Progress Improvement Notification (PIN) and Identified Assignments

In order to remain enrolled at Excel Academy, the responsibilities outlined in the Master Agreement, Independent Study Policy, Attendance Policy, and Discipline and Involuntary Withdrawal Policy must be followed. Within these policies, the process for which a student may be involuntarily withdrawn from Excel Academy is outlined. Part of that process includes the issuance of Progress Improvement Notifications ("PINs") when a student fails to complete identified assignments key to a student's success in the independent study environment or any other responsibilities outlined in the EACS Handbook, Acknowledgement of Responsibilities, and Master Agreement.



Governing Board Policies

In addition to attendance, the parent and student must abide by all board approved policies. These policies include, but are not limited to:

- The Academic Integrity Policy
- The Civility Policy
- The Acceptable Use Policy

The complete list of all Board-approved policies as well as how to access them may be found at
https://excelacademy.education/our-board/board-policies

Translation in primary language can be provided upon request.

Procedural Safeguards

Individuals with disabilities and their parents are afforded rights and procedural safeguards to ensure that all individuals with disabilities are provided a free and appropriate public education (FAPE).

Parents can obtain assistance in understanding their rights and procedural safeguards from the Excel Academy Charter School Special Education Department, the Sonoma County SELPA, or the California Department of Education.

Excel Academy's special education department receives general operational support and guidance from the Sonoma County Charter SELPA (sonomaselpa.org). Please refer to the following links for the most current Notice of Procedural Safeguards. If you require translation in a language other than those presently available on the website below, please contact our office for assistance.

https://www.sonomaselpa.org/info/notice-of-procedural-safeguards



Frequently Asked Questions

1. **I think my child's sibling may need special education services. Who do I call?**
   Please contact EACS' School Psychologist, Noell Scott, at nscott@excelacademy.education for additional information.

2. **My student has a private specialist they really enjoy working with. How can I request that we work with them for their IEP services?**
   EACS will not accept requests to develop new relationships with specific special education agencies or providers. The internal special education team currently includes a staff of highly qualified and appropriately credentialed professionals to provide the majority of IEP services. For any specialty areas in which we do not employ internal staff, an appropriate NPA-approved provider will be identified and assigned within your county of residence.

3. **What is the process for requesting a new Case Manager or IEP service provider?**
   Due to the complex nature of matching IEP teams to hundreds of students across several counties, the EACS team is not able to consider requests for specific Case Managers, providers, or related service agencies.

   **If you have a concern to report regarding your Case Manager or a related service provider failing to implement your student's IEP, please contact Angela Garbe, Program Specialist at agarbe@excelacademy.education.*

4. **I work full time. How am I expected to keep up with the expectations of this school?**
   EACS provides support to students and families in successfully accessing and participating in independent study. All EACS students must additionally have the support of a primary educator in the home setting during the school day; usually a parent or guardian. We understand that each of our families have different personal circumstances, however, the success of your student in our independent study placement depends largely on the ability of a consistent adult to provide core

instruction.

5. **I recently received a new diagnosis from my student's pediatrician that may affect their learning. Do I need to inform the IEP team?**

   Anytime you have new information regarding your child that may affect their learning it is important to share with the IEP team. Please contact your Case Manager with this information and an IEP meeting will be called to review any new records and discuss if any changes to the current IEP are necessary.

6. **I have private speech, PT and OT services through my insurance. Can I choose to only attend those instead of the IEP services EACS offered to address my student's needs?**

   EACS is required to ensure the provision of all services to your student, by qualified personnel, in accordance with their current IEP offer of FAPE. We understand that many students additionally receive privately funded services outside of school hours however they cannot replace educationally-based services. If you believe your student no longer requires these services to address their unique educational needs, please contact your student's Case Manager to request an IEP meeting and discuss their progress.

7. **I am not willing to transport my student to multiple locations during the week to meet with their IEP service providers. Can I change all their IEP services to virtual delivery?**

   EACS is a flexible, Independent Study charter school. All special education services are either provided virtually, in-person at a service provider's clinic/agency, or in-person at a mutually agreed location between the student's home and the service provider's location. Service delivery setting (in-person or virtual) is an IEP team decision determined according to the individual student's needs as a result of their disability. Travel distance is not a consideration when determining whether virtual or in-person services are appropriate.

8. **Can I request all individual service delivery? My student doesn't do well in groups.**

   Service delivery is an IEP team decision based on the recommendation of the service provider and team discussion. The IEP team will consider the student's specific needs and IEP goals as a guide when determining the appropriate service delivery group size for each individual student. At times it may be appropriate for a student to receive special education services within a small group setting to support goal progress, while at other times individual services are determined appropriate.

9. **How do I request a copy of my student's special education records?**

   Please contact registrar@excelacademy.education.

10. **I have a question about my student's recent IEP. Who do I contact?**

    Your first point of contact for all questions regarding any portion of your student's IEP, or the implementation of services, is your student's current Case Manager.

Glossary of Terms

AoR: Acknowledgment of Responsibilities

AP: Assessment Plan

APE: Adapted Physical Education

CAA: California Alternate Assessment

CAASPP: California Assessment of Student Performance and Progress

CM: Case Manager

COC: Certificate of Completion

Ed Code: California's comprehensive guideline of laws and regulations for special education

ESY: Extended School Year

FAPE: Free and Appropriate Public Education

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Plan

IF: Instructional Funds

ITP: Individual Transition Plan

LEA: Local Education Agency

LP: Learning Period

LRE: Least Restrictive Environment

MA: Master Agreement

OT: Occupational Therapy

PIN: Progress Improvement Notification

PT: Physical Therapy

PWN: Prior Written Notice

SAI: Specialized Academic Instruction

SLP: Speech and Language Pathologist

WIN: "What I Need" - EACS Intervention Program

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

EXCEL ACADEMY

A TK-12 Public Charter School

MASTER CONTRACT
GENERAL AGREEMENT FOR NON-SECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA: **Excel Academy Charter Schools**

Contract Year: 2026-2027

Nonpublic School:

Nonpublic Agency:

Type of Contract:

☐ Master Contract for the fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

☐ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

☐ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA.
Expiration Date:

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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EXHIBIT A: 2026-2027 RATES

EXHIBIT B: 2026-2027 ISA

2026 -2027
Local Education Agency:

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "*Contract*") is entered into on August 1, 2026, between **Excel Academy Charter Schools**, hereinafter referred to as the local educational agency ("LEA"), a member of the Sonoma County SELPA, and **Name of NPS/A.** (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq., AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within fifteen (15) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA may make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as an NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to

Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification, and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to, the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from August 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to July 31, 2026. (Title 5 California Code of Regulations section 3062 (d)). In the event the contract negotiations are not agreed to by July 31, 2026, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). No Master Contract will be offered

unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICE AGREEMENT; EXHIBIT B ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent

compensatory service hours awarded to a student as a result of lack of provision of services while student was served by NPS/A. Compensatory service hours owed by the NPS/A to the student will be provided within the timeframe of the original ISA, unless otherwise agreed by LEA and CONTRACTOR

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract. [**SELPA Member LEA's** (Excel Academy Charter School (Helendale), Excel Academy Charter School (Warner)]

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e. The term **"**license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be emailed, mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based. Both parties shall meet to negotiate any amendments or modifications to the Master Contract.

14. TERMINATION

This Master Contract or ISA may be terminated for cause at the discretion of either party; LEA or CONTRACTOR. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I- INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:
$2,000,000 per occurrence $ 500,000 fire damage $ 5,000 medical expenses $1,000,000 personal & adv. injury $3,000,000 general aggregate $2,000,000 products/completed operations aggregate.

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.
If no owned automobiles, then only hired and non-owned is required.
If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is a NPS affiliated with **a residential treatment center (NPS/RTC)**, the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows: $3,000,000 per Occurrence and $6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel if it's choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract.

In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s).

If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including; but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest

pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition-free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity , or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that

occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. In the event that LEA requires CONTRACTOR to provide services via teletherapy or virtual platform, LEA will provide access to the approved virtual platform. All other supplies and equipment necessary to support the provision of services via virtual platform will be provided by the CONTRACTOR. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq...

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is an NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a

signed authorization by the parent or legal guardian to authorize emergency services as requested.

LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute ~~as~~ an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code. prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP. All services shall be delivered and concluded within the timeframe of the LEA's regular school hours (8:00am through 4:30pm PST) unless expressly approved in advance in writing by LEA and CONTRACTOR.

24. CLASS SIZE

When CONTRACTOR is an NPS, CONTRACTOR shall ensure that the number of pupils loaded to a class shall not exceed twelve (12) pupils for grades K – 5, and fourteen (14) pupils for grades 6 – 13. CONTRACTOR shall provide written notice to each LEA with students enrolled in a class for grades K-5 that exceeds twelve (12) pupils.

If CONTRACTOR provides special education for individuals with exceptional needs between the ages of three (3) and five (5) years, inclusive, CONTRACTOR shall comply with the appropriate instructional adult to child ratios pursuant to California Education Code § 56440 et seq.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the

ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's' IEP or ISA, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA- developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. All services shall be delivered and concluded within the timeframe of the LEA's regular school hours (8:00am through 4:30pm PST) unless expressly approved in advance in writing by LEA and CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing

information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A may utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses described as described in Education Codes sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings.

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, et seq., 49005, et seq., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the state and federal law and implementing regulations. If the IEP determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidence-based practices and interventions specific to the unique behavioral needs of CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to all new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Emergency interventions are those interventions used with a student during the time they present a serious, dangerous behavior that staff has determined to be present a clear and present danger to self or others, which requires a non-violent physical intervention to protect the safety of student, self, or others that cannot be prevented by use of a less restrictive technique. Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone.

If the student's IEP does not contain a BIP CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional

behavioral assessment, and to determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If the student already has a BIP and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities
6. prone restraint;
7. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
8. an intervention that precludes adequate supervision of the individual;
9. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code section 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by the state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a different public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting.

Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR may utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

IEP Team Meetings. Where a contractor (i.e., a non-employee) of the provider of related services to a student pursuant to an IEP is a member of the IEP team and requested to be present at an IEP team meeting, LEA shall be responsible for charges due for that provider's contractor in attendance at the IEP meeting in accordance with the Rate Schedule, (Exhibit A) in the Master Agreement. The rate for such attendance shall be at the individual rate if more than one rate is listed in the Rate Schedule (Exhibit A).

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff

available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any written complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis,CONTRACTOR shall provide to parents at least two (2) written progress reports/report cards. Or as required by a Pupil's IEP.. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly. Or as required by a pupil's IEP.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessments. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA and at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS & TRANSCRIPTS

When CONTRACTOR is an NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in *EC* Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRATOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupil enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in *EC* Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the LEA for evaluation of progress toward completion of diploma, or alternate process requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and the LEA for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043 (h))

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns both verbal and written reported to pupil's parents, shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential

facility.

If CONTRACTOR is a, NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA Act (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate ~~enacted by AB 130 (2021-2022),~~ 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to the LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students, CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and the National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent") through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j) and (k) as applicable. This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance , as well as pupil perceptions, progress, and concerns, as required by law. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making towards the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility , and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE , using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and student(s) placed by the LEA, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as “CDOJ”) and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR’s employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR’s employees and volunteers shall not come in contact with students in person or virtually until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee’s conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon requests, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2 CONTRACTOR shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher’s scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5) when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)) CONTRACTOR shall maintain, and provide the LEA upon request, documentation of its administrator's qualification in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 et seq. and 45350 et seq. Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS & OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the

provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school, and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56051.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within forty-five (45) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative. If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than 48 business hours following each staff absence. When CONTRACTOR is unable to participate in an IEP meeting, CONTRACTOR shall provide a qualified substitute for IEP participation if the student's meeting is time sensitive and not able to be rescheduled, upon LEA request.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon

request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et. seq. and, 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide

to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any serious accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

In accordance with California law, the CONTRACTOR shall ensure that all personnel providing service under this agreement complete the required Mandated Reporter Training within six (6) weeks of employment or within six (6) weeks of the commencement of each school year, as applicable. The CONTRACTOR shall maintain current and valid training certification for all applicable personnel for a continuous twelve (12) month period, and such certification shall remain active throughout the term of services provided in this agreement. Upon request, the contractor shall provide the LEA with documentation verifying compliance.

The LEA shall have no obligation to reimburse or otherwise bear any costs associated with the completion or the maintenance of required training and certification. All such costs shall be the sole responsibility of the CONTRACTOR.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (August-July) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (August-July) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re- billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage or drive time for NPA employee without prior agreement or LEA authorization on the ISA.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f)

the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is

provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Excused Absence Method

A. LEA shall not be responsible for payment for more than 8 cumulative days of absences, for each of the first ninety days and second ninety days of the school year (i.e., semester), unless a written time extension is granted by LEA. No more than three of the 8 cumulative absences shall be unexcused. Reimbursements for Related Services cannot be claimed except in the case of a Bundled tuition rate.

B. On the 4th consecutive day of a pupil's absence, CONTRACTOR shall notify LEA of such absence. If CONTRACTOR fails to provide such notice by the 4th day of consecutive absence, CONTRACTOR shall not be compensated for services delivered during continuing absence after the 4th consecutive day of excused absence.

C. All excused absences must be verified and a copy must be submitted to LEA with the monthly invoice. All documentation must be kept for at least five (5) years from the date of origination.

D. Only the individuals listed below may verify the reason for absence:
   1. School or public health nurse
   2. Physician
   3. Principal
   4. Teacher
   5. School employee assigned to make such verification
   6. Student eighteen years of age or over
   7. Parent

E. Any reasonable method which established the reason for the absence may be used:
   1. Written note from parent, guardian, representative or adult pupil (over 18 or emancipated)
   2. Telephone conversation with parent, guardian, representative, or adult pupil (over 18 or emancipated)

F. Standards for excused absences are defined in the education code. Contractor is responsible for verification of excused absence in accordance with current requirements.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible

for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

STUDENT ABSENCES AS IT RELATES TO ENHANCED STAFFING (1:1 AIDES)

To the extent an absent student is supported by instructional assistance or behavior intervention (enhanced staffing), LEA shall compensate CONTRACTOR for the daily rate for the enhanced staffing assistance for each day of absence in accordance with Section 59.A of the Master Contract in which it states, "LEA shall not be responsible for payment for more than 8 cumulative days of absences, for each of the first ninety days and second ninety days of the school year, (i.e. semester), unless the LEA grants a written time extension. No more than three of the 8 cumulative absences shall be unexcused.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within forty-five (45) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included. CONTRACTOR shall notify LEA of the staff member absence no later than 48 business hours following each staff absence. When CONTRACTOR is unable to participate in an IEP meeting, LEA may request that CONTRACTOR provide a qualified substitute for IEP participation if the student's meeting is time sensitive and not able to be rescheduled.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than 48 business hours following each student's absence. LEA shall not be responsible for the payment of services when a student is absent and reasonable advance notice was given. When a parent/guardian fails to cancel an appointment less than 24 hours in advance, LEA shall be responsible for payment at 50% of the established rate based on the scheduled duration of the service. Student absences will NOT be rescheduled or made-up.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs under Education Code sections 41422 and 46392:

a) If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

b) NPS School Closure - In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR's school closure. If the

LEA is unable to obtain alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and CONTRACTOR shall implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c) LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to

CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE; EXHIBIT A

The attached rate schedule (EXHIBIT A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of August, 2026 and terminates at 5:00 P.M. on July 31, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Nonpublic School/Agency	**LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
_____ **Name and Title of Authorized Representative**	**Heidi Gasca, Superintendent** **Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:** **Sarah Tomkiel**
Name and Title	**Name and Title** **Excel Academy Charter School**
Nonpublic School/Agency/Related Service Provider	**LEA** **1 Technology Dr., Suite I-811.**
Address	**Address** **Irvine, CA 92619**
City **State** **Zip**	**City** **State** **Zip** **(949) 387-7822**
Phone **Fax**	**Phone** **Fax** **stomkiel@excelacademy.education**
Email	**Email**



MASTER PLAN
for
ENGLISH LEARNERS

Approved by the Excel Academy Charter School Board of Trustees - August 2026

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

Presented by: Heidi Gasca, Executive Director

EACS EL Master Plan Committee Members:

Jennifer Craig
Tamara Murphy
Lara Ulmer

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Mission and Vision
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.

Goals and Vision for English Learner Master Plan
Federal case law (Castañeda vs. Pickard, 648F.2d 989, 1981) requires that the main goals of the English Learner Program (ELP) are to develop the English language fluency of each English Learner as effectively and as efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers.

The court set forth the following standards for effective programs for English Learners:

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices used are calculated to effectively implement the adopted theory.
3. The program successfully produces results that indicate that language barriers are being overcome.

The ultimate goal of the Excel Academy Charter School English Learner Program is to embrace the Federal case law and support each English Learner. The school's Master Plan for English Learners serves as a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of the goals and procedures, English Learners will receive consistent, high-quality services designed to meet their academic and linguistic needs by:

- Providing all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offering programs based on student need and sound educational pedagogy
- Maintaining consistent communication with parents
- Providing staff and parent training
- Embracing parent involvement in the educational process
- Providing a process for monitoring the effectiveness of the program
- Valuing bi-literacy as a skill that will assist the student in life

Home Language Survey
For all students in K–12, upon first enrollment in a California public school, the Local Education Agency (LEA) uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. The HLS should not be readministered every year nor readministered if a student enrolls in a new LEA. If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, CALPADS shall be used to determine whether a student has a history of being an English Language Learner.

If a student has a history of being an English Learner, the student will be given an annual Summative ELPAC assessment during the February 1st through May 31st test window. If a student is new to the

California Public School System and answers any of the first three questions of the Home Language Survey (HLS) with a language other than English, further research will be done to determine if the student will be given an Initial ELPAC assessment within 30 days of enrollment.

ELPAC Testing

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs), as a summative assessment. For California's public school students, this test is the ELPAC.

The Initial ELPAC has one purpose:

- To identify students who are ELs or are initial fluent English proficient (IFEP)

The Summative ELPAC has two purposes:

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten through grade twelve (K–12), ages three through twenty-one, whose primary language is a language other than English must take the initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to Fluent English Proficient (RFEP).

Using Initial and Summative Assessment Results

Once tests are scored by the testing agency, individual student score reports (SSRs) are loaded directly to both the parent and student portals of the school's student information system from the Test Operation Management System. Once scores are received, parents will also be informed of test results within 30 calendar days from the first day of the current school year via email. Parents/guardians are notified of results in writing in a language they can understand (or orally, if they are unable to understand written communication). Parents will also be notified in any language of which 15% or more of the student population speaks in common. Additionally, each student's test results are uploaded to the charter's student information system and recorded on the English Language Master Tracking Spreadsheet. When a student withdraws from Excel Academy Charter School, a list of the student's test results will be printed from the student information system and included in the student's requested cumulative file.

ELPAC results are not used to measure academic achievement. The initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language support. The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP (English Language Proficiency). This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form

one of four criteria used to determine whether ELs are ready to be classified as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law.

Initial ELPAC Student Score Reports

The official score for the Initial ELPAC is produced once the LEA has entered and locked in the student's raw scores into the state assessment system. Individual student Initial ELPAC results include an overall scale score, which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

There will be two composite performance levels produced: Oral Language (Speaking and Listening) and Written Language (Reading and Writing). The three performance levels are well developed, somewhat to moderately developed, and minimally developed.

The Initial ELPAC report includes the following information:

- An overall performance level and scale score
- A performance level for each composite tested (Oral and Written Language)

Initial ELPAC Performance Level Descriptors are:

- Initial Fluent English Proficient (IFEP): Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
- Intermediate English Learner: Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 ELD Standards.
- Novice English Learner: Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 ELD Standards.

Summative ELPAC Student Score Reports

The official score for the Summative ELPAC is produced by the test contractor. Individual student Summative ELPAC results include an overall scale score and two composite scale scores, which will indicate which of the four performance levels the student achieved. The four performance levels are: well developed (4), moderately developed (3), somewhat developed (2), and beginning to develop (1).

Domain level performance will be reported as beginning, intermediate, and well developed on the ELPAC Student Score Reports. The Summative ELPAC report includes the following information:

- An overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The Summative ELPAC Performance Level Descriptors are:

- Level 4: English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
- Level 3: English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
- Level 2: English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low-to-mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
- Level 1: English Learners at this level are beginning to develop oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

English Language Development (ELD) Standards

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. When students attain the early advanced proficiency level, they

are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

Charter schools enrolling English Learners have a dual obligation, as do all LEAs, to provide a program for EL students designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including classified ELD, must be an integral part of a comprehensive program for every English Learner. The CDE has informed administrators that charter schools are required to provide English Learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.

Link to ELD Standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

English Language Mainstream Program

English Learners in Excel Academy Charter School will be placed in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language Mainstream Program will be supported by their primary instructor through the use of Specially Designed Academic Instruction in English (SDAIE) strategies. Students may also be concurrently enrolled in an ELD class to fulfill their designated instructional needs. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of Excel Academy Charter School:

- Core instruction in language arts, math, science, and social science is taught in English using charter approved curriculum and SDAIE methodology.
- English Language Learners receive English Language Development (ELD) instruction, which addresses the ELD standards in listening, speaking, reading, and writing. EACS students will engage in synchronous and asynchronous instruction.

As a comprehensive approach to ELD, the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools states:
"English learners at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD." (p. 119)

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners in developing critical English language skills necessary for academic content learning in English. (California Code of Regulations, Title 5 [5 CCR] Section 11300[a]).

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]).

- Teachers working with EL students will be appropriately authorized, i.e. CLAD or equivalent.

SDAIE (Specially Designed Academic Instruction in English)

SDAIE is instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. SDAIE is an instructional methodology, not a program. (EC 44253.2[b]).

SDAIE Strategies:

- Speak slowly and use repetition
- Visuals and realia
- Manipulatives available
- Activate prior knowledge
- Focus on the meaning
- Graphic organizer/Charts
- Preview-Review
- Gestures and facial expressions
- Self-selected reading
- Scaffolding (visual content, graphic organizers)
- Consistent and Immediate Feedback
- Summarizing and Re-Teaching
- Reciprocal Teaching

English Language Development (ELD) Instruction

English Learners in the Excel Academy Charter School participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English. The instruction is designed to provide for student experiences with English that are understandable and meaningful, enable the students to communicate with peers and adults, and thereby participate fully in the academic program. Excel Academy Charter School will create a personalized pathway of ELD instruction to build skills. Students will take a diagnostic assessment at the beginning of the course to identify skill gaps. These students will have a targeted approach to building the specific skills that they need through synchronous and asynchronous instruction. Additionally, students may receive tutoring support services.

Instructional Materials to Support the CA CCSS (Common Core State Standards) for ELA/Literacy and CA ELD Standards

The State Board of Education adopts instructional materials for use by students in kindergarten through grade eight. LEAs- school districts, charter schools, and county offices of education- ARE NOT required to purchase state-adopted instructional materials according to EC Section 60210(a). If an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. The review must include a majority of classroom teachers from that content area or grade-level ED Section 60210(c). EC Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to teacher involvement.

ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.

The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full

and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others.

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify (magnify and make clear) areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

Instruction focuses on...

Meaning Making
Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

Language Development
Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

Effective Expression
Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

Content Knowledge
Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in meaningful

discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

Foundational Skills
Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills.

Parent Notification of Programs
All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a description of our program, including educational materials used in this program and their entitlement to request a waiver. The information must be provided in a language the parents understand within 30 days of enrollment.

Monitoring of Long Term English Learners
Long-term English Learners (LTEL) are defined as students who are in grades 6 to 12, have been enrolled in U.S. schools for more than six years, have remained at the same level of English for two or more years as measured by the state's annual proficiency exam, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment.

ELs with little or no English proficiency need more time than native-English speakers to meet grade-level benchmarks in English and state mandated testing targets. Schools must monitor student progress to ensure that additional and appropriate learning opportunities are provided in English language development and in reading, writing, and other academic content areas in order to close the achievement gap.

Benchmark assessments, course grades, and the CAASPP assessments, along with the number of years a student has been classified as an EL student, are used to determine if a student is making the appropriate movement toward becoming RFEP.

If, despite the implementation of school wide interventions and supports, a student is still not making “adequate progress”, the school will hold a Student Success Team meeting to discuss the lack of progress. Further evaluation and intervention will be planned by the SST team to support students who are not meeting interim benchmarks. Interventions will be noted and filed on the EL Master Tracking Spreadsheet and/or in a collaborative Google document. Additionally, parents will be notified annually if their student is at risk for becoming a LTEL or has been classified as a LTEL.

Meeting the Needs of Long Term English Learners

The National Education Association's Publication: Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators provides valuable research-based information and best practices to guide schools and LEAs in supporting students at risk for becoming Long Term English Learners (LTEL).

Elementary School Strategies and Programs that Prevent the Creation of Long Term English Language Learners:

The trajectory of a Long Term English Language Learner begins in elementary school. Taking the necessary steps early enough can help prevent an entirely new generation of long term EL students. Successful elementary school programs offer high-quality language development programs and strategies that are consistent across grade levels.

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students' home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more powerfully through fifth grade, and optimally, ongoing throughout a student's education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism.
- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of the program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTELs with exposure to high-quality literature and complex and expressive language.

Seven Basic Principles for Meeting the Needs of Middle and High School Long Term English Language Learners

Seven basic principles lie at the heart of successfully educating middle and high school Long Term English Language Learners:

- Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
- Distinct needs: Recognize that the needs of LTELs are distinct and cannot adequately be addressed within a "struggling reader" paradigm or a generic "English Language Learner" approach, but require an explicit LTEL approach.
- Language, literacy, and academics: Provide LTELs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
- Home language: Affirm the crucial role of home language in a student's life and learning, and provide home language development whenever possible.

- Three R's: rigor, relevance, and relationships: Provide LTELs with rigorous and relevant curriculum and relationships with supportive adults (along with the support to succeed).
- Integration: End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL support.
- Active engagement: Invite, support, and insist that LTELs become active participants in their own education.

Instructional Support System

Excel Academy Charter School is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is a part of the standards based system of instruction, assessment, monitoring, and evaluation provided for all students.

The Instructional Support System for English Learners is designed to provide the mechanisms for recording EL achievement, detecting academic deficits, and monitoring the effectiveness of interventions.

To ensure all students will catch up to their grade-level peers, we have the following essential elements:

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.

2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards and designed to reduce all language barriers.
    - The English Learner program is designed to ensure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.
    - Components of this program include: ELD, grade-level core curriculum, and assessment.

3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of Excel Academy Charter School assessment and reporting processes and are recorded on the EL Master Tracking Spreadsheet.

4. The performance of EL and RFEP students is monitored:
    - Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
    - Any areas of deficiency are noted, and appropriate modifications in instructional programs or student support systems are identified.

The Instructional Support System described here for ELs is based on five (5) essential elements that include: Adopted curriculum standards; curriculum and instruction aligned with adopted standards; assessment and reporting; charter and site level monitoring and intervention; and program evaluation.

1. Adopted Curriculum Standards

In Excel Academy Charter School, each English learner is held to the same charter-adopted curriculum standards in the core curricular areas of English Language Arts, math, history-social science and science as every other charter student. In addition, each EL student is expected to demonstrate mastery of the adopted ELD standards.

2. Curriculum and Instruction Aligned with Adopted Standards
Excel Academy Charter School supports each English Learner in his/her appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff members, through articulation meetings, discuss and interpret data on English Learner students to address the issues surrounding English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.

3. Assessment and Reporting
Excel Academy Charter School administers all state mandated examinations. ELPAC assessments and ongoing multiple measures are used to assess student proficiency. Results are entered onto the EL Master Tracking Spreadsheet for instructional planning and monitoring. Overall student results are shared with the CEO and governing board.

4. Monitoring and Intervention.
English Learners' assessment results are stored in the student information system and are recorded on the EL Master Tracking Spreadsheet. The results are monitored to evaluate student learning in order to inform instruction and provide interventions as needed. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers and parents to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student work and assessments.

Note: When Special Education students, identified as ELs, are not making adequate progress, Special Education teachers must schedule an IEP meeting to discuss further interventions.

Staffing Authorizations
Under the management of the Director of Human Resources, Excel Academy Charter School takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs and makes it a priority to hire CLAD or equivalent teachers. Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.

Teachers who are not currently authorized, but who are working with English Learners, shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The HR Department will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Professional Development

Excel Academy Charter School provides ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, program designs, curriculum expectations, and processes and services for English Learners. Training should also focus on multiculturalism and up-to-date research and pedagogy for English Learners to receive equitable and accessible support and opportunities to achieve and reach their goals.

Staff development opportunities include, but are not limited to the following:

- ELD Standards
- ELPAC assessment and identification levels
- ELD strategies and instruction
- SDAIE strategies and instruction
- Differentiated instruction
- EL Master Tracking Spreadsheet (Assessment Department) and EL cumulative file training (Registrar)
- Shared Best Practices

To ensure that all staff working with parents of EL students are appropriately trained, training participation and completion are documented.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP). Excel Academy Charter School recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that they are ready to participate fully in all English instruction without special support services, the student is ready for reclassification.

Reclassification Criteria

Excel Academy Charter School uses the following criteria to reclassify EL students to RFEP status:

- Summative ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Approval
- Smarter Balanced and/or Local Assessments can also be used in determining student readiness for reclassification

Reclassification Process

Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when ELPAC score reports are received by the charter.

Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification.

Once the letter has been signed by the administration and the parents of the student, the reclassification will take place. The language acquisition status of the student will be updated in the student information, on the EL Master Tracking Spreadsheet and ultimately in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.

Monitoring of Reclassified Students

Per the CDE, *State and federal laws require LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status (20 United States Code Section 6841[a][4][5]; Title 5 California Code of Regulations [5 CCR] Section 11304). After students have exited an EL program through the locally-approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that:*

- *The students have not been prematurely exited;*
- *Any academic deficit they incurred as a result of learning English has been remedied; and*
- *The students are meaningfully participating in the standard instructional program comparable to their English-only peers.*

The Director of Compliance and Special Programs, along with the Assessment and Special Programs Coordinator, oversee the process of monitoring reclassified students. School staff will use the Smarter Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded on the EL Master Tracking Spreadsheet.

English Learners in Special Education

In accordance with the state's English development guidance, LEAs are required to ensure that all ELs with disabilities participate in the state's English language proficiency assessments. Federal law requires that all ELs with disabilities participate in the state ELPAC assessment in the following ways, as determined by the IEP team:

- In the regular state ELPAC assessment without universal tools, designated supports, and accommodations
- In the regular state ELPAC assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate ELPAC assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELPAC assessment. In accordance with the English development guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4).

- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).
- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7).

IEP teams will ensure that each English Learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English Learner whose IEP indicates that instructional services will be provided through an Alternative Program.

SpEd: Assessment

Students whose initial Home Language Survey indicates that a language other than English is spoken will be assessed on the Initial ELPAC test within the first 30 days of school. ELPAC testing is considered to be one of the state's standardized tests; therefore, accommodations/modifications provided in the IEP for any standardized test will apply. SpEd students with an existing EL classification will be assessed annually. If a student is slated to take the ELPAC test, who also would qualify for the CAA, the Special Education Director will be notified so that we can evaluate the need for the Alternate ELPAC.

SpEd: Classification

Students who are classified as English Learners MUST have their ELD needs addressed as part of their Individualized Education Program (IEP). Students who have been reclassified as Fluent English Proficient (RFEP) or who were initially identified as Initially Fluent English Proficient (IFEP) are *not* considered English Learners for the purpose of the IEP. Their progress is still monitored, but ELD does not need to be addressed on the IEP.

Needs of English Learners

The needs of English Learners are addressed in several places on the IEP:

Student Information:

- Is the student an English learner?
- What is the student's primary language?
- Proficiency Level and Date: Overall ELPAC proficiency level and scaled score from most recent annual assessment (This information can be obtained from the Assessment and Special Programs Coordinator, Teacher of Record, the SIS, the EL Master Tracking Spreadsheet or from the English Learner folder that is part of the student's cumulative file)
- Is an interpreter required? (*for the parents*) Indicate the language for the interpreter.

Present Levels:

- Most recent ELPAC scores should be listed for each domain area (list performance level as well as scaled score)
- *Academic Skills:* In addition to the academic data usually included, it should be indicated how the student's English language development needs, if any, will be addressed in each academic area. For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- *Communication*: Information on the student's language development should be specified in this section of the IEP, including the student's primary language and how the student's language development (expressive and receptive) relates to his/her ability to communicate with others and its impact on his/her school performance.

Special Factors:

- Testing Accommodations/Modifications: If the student needs the same accommodations or modifications as are being used on the CAASPP tests, the box next to "Other statewide/charter assessments" will be checked, and "Same as Above" for the listed accommodation/modification will be written.

Annual Goals:

- Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.
- Ensure that goals are linguistically appropriate (see below).

Services:

- If the student requires any supplemental aids or services or any special education services to enable the student to benefit from their ELD services or setting, they will be listed in the IEP. If the IEP team determines that the student's program should be modified from that of other ELD students in order to meet the student's unique educational needs, that modification should be listed in the IEP.

Writing Linguistically Appropriate Goals and Benchmarks-

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the "Areas of Need" that the IEP goals will address in listening, speaking, reading and writing.
- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parentheses.
    - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)
- Write (or modify from a goal bank selection) an annual goal to ensure that it is linguistically appropriate and includes the words "in English."
    - For example: By (*date*), following teacher-led prewriting activities, (*student name*) will compose a single paragraph in English including a topic sentence, three supporting sentences, and a concluding paragraph with ___% accuracy in ___ of ___ trials as measured by student work samples.

Note: It is best practice to insert the phrase "in English" to emphasize the language component of the goal.

Check the "Linguistically Appropriate" box to indicate the goal is linguistically appropriate to meet the student's English language development needs.

Special Education EL Reclassification

In some cases, an IEP team may find that it is the disability that interferes with a student's ability to demonstrate English fluency. This may be due to communication disorders, cognitive disabilities, or a combination of individual disability-related factors. In these cases, the IEP team will consider student disability impacts, educational progress, and functional access levels in order to consider whether reclassification of the student to RFEP status is appropriate. Ideally, this should be done as early as possible; as soon as one to two summative test administrations, or as soon as there is reasonable evidence that it is a student's disability that is prohibiting English Language Acquisition.

The Administrative Designee and/or Case Manager should include the rationale for reclassification.

Avoid:

- Focusing on family history. Instead, focus on assessment results and the impact of the disability.
- Including parents' wishes for reclassification or opinion as to the validity of ELPAC scores or current English learner status. Instead, focus on the needs of the child.
- Basing the recommendation for changing EL status on the belief of the parent(s) or team members that the EL status or Home Language Survey was erroneous to begin with, and therefore the student should never have been classified as EL. This is a matter outside of the scope of the IEP team and cannot be the basis for the team's recommendation for reclassification.

If the recommendation for reclassification is taking place as part of the student's initial IEP or annual review, then all other pages of the IEP are completed to reflect the recommendation that the student is to be reclassified as RFEP (Reclassified Fluent English Proficient). If the recommendation for reclassification is taking place between annual reviews, then in addition to completing the *IEP Team Recommendation for Reclassification of Special Education English Learners* form, an *IEP Amendment* meeting and form must also be completed. All applicable staff should be a part of the reclassification meeting. If the team decides to reclassify the student as RFEP, the Special Education teacher or Case

Manager will include a copy of the *IEP Team Recommendation for Reclassification of Special Education English Learners* form in the EL file, will update the EL Master Tracking Spreadsheet, and follow all other reclassification procedures. These procedures include notifying the Compliance & Special Programs department of the reclassification. Because this is an IEP team recommendation, the parents must be part of the decision. If the reclassification is not agreed upon, the IEP team must ensure that the IEP continues to address the needs of the student who remains classified as an English learning student.

English Learner Advisory Committee (ELAC)

An English Learner Advisory Committee (ELAC) is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services and is required for any California public school with 21 or more English Learners. The ELAC shall be responsible for the following tasks:

- Advising the Administration and staff in the development of a site plan for English Learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement (SPSA) /Local Control and Accountability Plan (LCAP).
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Ongoing opportunities for parents to provide input that helps improve the ELD classes and ELD curriculum.

Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body and the parents or guardians of English Learners shall elect the parent members of ELAC. Parents or guardians of English Learners shall be provided the opportunity to vote in the election.

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions. ELAC meeting agendas will be posted on the school website.

Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the Excel Academy Charter School:

- Includes parents and community members in the decision-making, planning, and evaluation of English Learner Master Plan.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents and community members.

Accountability and Evaluation

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, Excel Academy Charter School provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet the charter's academic content and performance standards.

Through the Excel Academy Charter School assessment program, the Compliance & Special Programs department carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, Excel Academy Charter School is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

Excel Academy Charter School's assessment practices with respect to English Learners are designed to:

- Assess and monitor language development over time in the program
- Assess academic achievement in meeting grade level core standards
- Assess progress of ELs achieving ELD grade level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are working

Assessment data is compiled, analyzed, and reported by Excel Academy's Director of Compliance and Special Programs. These reports are then analyzed by the Superintendent and other administrative school staff to produce a set of suggested program modifications, which are then shared with the local Board of Directors, leads, teachers, and EL parents for additional input and approval.

Excel Academy Charter School annually determines the number and percentage of EL students who have become RFEP through ongoing uploads of information to CALPADS. CALPADS reports the actual count of EL, IFEP, and RFEP students during the calendar year as well as the number of teachers providing and authorized to provide appropriate instruction for English Learners.

Coversheet

Consent - Personnel Services

Section: X. Consent
Item: C. Consent - Personnel Services
Purpose: Discuss
Submitted by:
Related Material: Revised IRS Mileage Reimbursement Rate.pdf
Travel Manual 2026-27.pdf
REDLINE of Travel Manual 2026-27.pdf

BACKGROUND:

Item: Approval of the EACS Travel Manual Revisions

Background: Updates to the Travel Manual include:

- Title change of Director of Business Services to Chief Business Officer
- Additional of Stampli Card usage
- Revised breakdown of meal per diems for scheduled conference dates

Part IV

Optional Standard Mileage Rates

Announcement 2026-11

This announcement informs taxpayers that the Internal Revenue Service is modifying Notice 2026-10, 2026-4 I.R.B. 378, by revising the optional standard mileage rates for computing the deductible costs of operating an automobile for business, medical, or moving expense purposes and for determining the reimbursed amount of these expenses that is deemed substantiated. This modification results from recent increases in the price of fuel.

The revised standard mileage rates are:

(1)	Business	76 cents per mile
(2)	Medical and moving	23.5 cents per mile

The mileage rate that applies to the deduction for charitable contributions is fixed under § 170(i) of the Internal Revenue Code at 14 cents per mile.

The revised standard mileage rates set forth in this announcement apply to deductible transportation expenses paid or incurred for business, medical, or moving expense purposes on or after July 1, 2026, and to mileage allowances that are paid both (1) to an employee on or after July 1, 2026, and (2) for transportation expenses paid or incurred by the employee on or after July 1, 2026.

The standard mileage rates set forth in Notice 2026-10 continue to apply to deductible transportation expenses paid or incurred for business, medical, or moving expense purposes before July 1, 2026, and to mileage allowances paid (1) to an employee before July 1, 2026, or (2) with respect to transportation expenses paid or incurred by the employee before July 1, 2026.

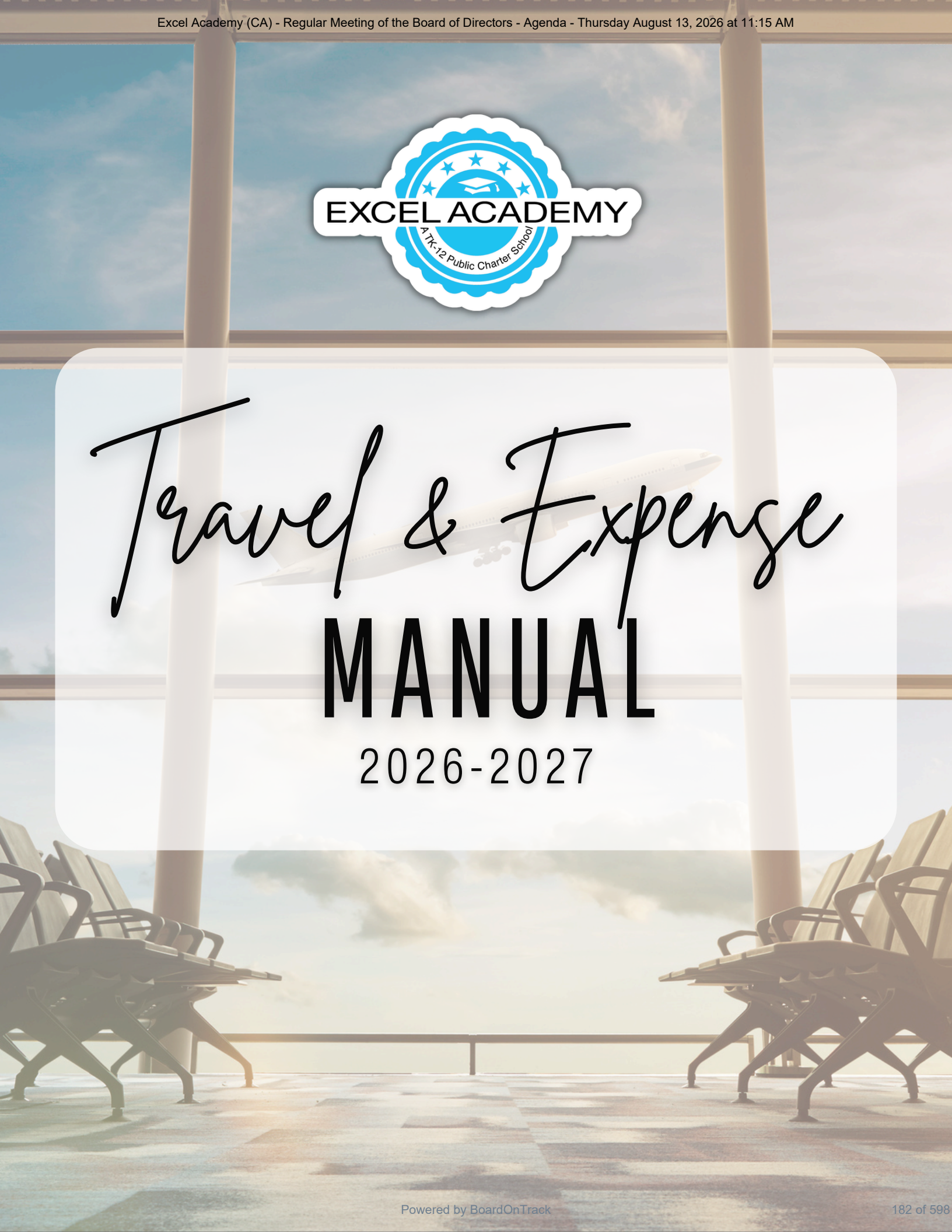
All other provisions of Notice 2026-10 remain in effect.

EFFECT ON OTHER DOCUMENTS

Notice 2026-10 is modified.

DRAFTING INFORMATION

The principal author of this announcement is Christian Lagorio of the Office of Chief Counsel (Income Tax and Accounting). For further information regarding this announcement contact Mr. Lagorio at (202) 317-7005 (not a toll-free number).



Travel & Expense MANUAL

2026-2027

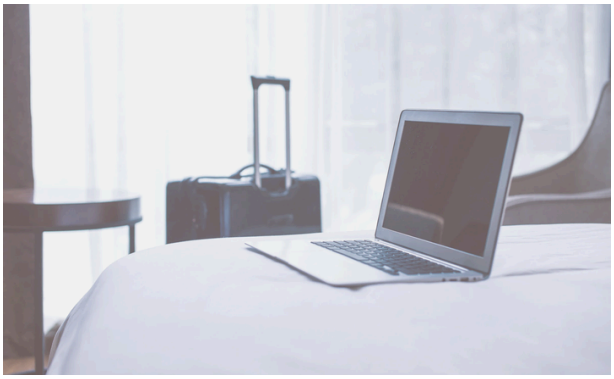
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OVERVIEW



It is the policy of Excel Academy Charter School to reimburse staff for reasonable and necessary expenses incurred during approved work-related travel. Employees seeking reimbursement should incur the lowest reasonable travel expenses and exercise care to avoid impropriety or the appearance of impropriety. Reimbursement is allowed only when reimbursement has not been, and will not be, received from other sources. If a circumstance arises that is not specifically covered in this travel policy, then the most conservative course of action should be taken. Business travel policies are aligned with company reimbursement rules. All business-related travel paid with Excel Academy Charter School funds must comply with school expenditure policies.

AUTHORIZATION & RESPONSIBILITY >

Staff travel must be authorized. Travelers should verify that planned travel is eligible for reimbursement before making travel arrangements, if it has not already been made for them. Within 30 days of completion of a trip, the traveler must submit for travel reimbursement via Paycom self service portal.

An individual may not approve his or her own travel or reimbursement; a supervisor will be assigned for online approval via Paycom self service portal. Travel reimbursement form must be approved by the Superintendent or the Chief Business Officer (for travel over $5,000) or the Business Manager (for travel over $1,000).

Travel and reimbursement for members of the management team must be approved by the Superintendent and will be reviewed annually by the internal audit.

Designated approval authorities are required to review expenditures and withhold reimbursement if there is reason to believe that the expenditures are inappropriate or extravagant.

PERSONAL FUNDS

Travelers should review reimbursement guidelines before spending personal funds for business travel to determine if such expenses are reimbursable. Excel Academy Charter School reserves the right to deny reimbursement of travel-related expenses for failure to comply with applicable policies and procedures.



Travelers who use personal funds to facilitate travel arrangements will not be reimbursed until after the trip occurs and proper documentation is submitted.

VACATION IN CONJUNCTION WITH BUSINESS TRAVEL >

In cases in which vacation time is added to a business trip, any cost variance in airfare, car rental or lodging must be clearly identified on the expense management submission. Excel Academy Charter School will not prepay any personal expenses with the intention of being "repaid" at a later time, nor will any personal expenses be reimbursed.

EXCEPTIONS >

Occasionally, it may be necessary for travelers to request exceptions to this travel policy. Requests for exceptions to the policy must be made in writing and approved by the supervisor and Superintendent.

Exceptions related to the Superintendent's or the Chief Business Officer must be submitted for approval to the opposite person or to the treasurer of the board for approval. In most instances, the expected turnaround time for review and approval is five business days.



TRAVEL EXPENSES / PROCEDURES



GENERAL INFORMATION >

Authorized business travel for staff that includes prepayments must be pre-approved and generally pre-booked by the designated Excel staff member. This includes lodging, airfare and car rental. Reimbursement of parking, meals, mileage, gasoline in lieu of mileage and ferry or bus passes do not require pre- approval requests and can be submitted up to (30) days after the trip.

PERMISSIBLE PREPAID TRAVEL EXPENSES

Before the travel, Excel Academy Charter School may issue prepayments for airfare, rail transportation, rental vehicles, conference registration fees and cash advances. Applicable policies and methods of payments for these prepayments follow:

- **AIRFARE**

Travelers are expected to obtain the lowest available airfare that reasonably meets business travel needs. Airfare may be prepaid by the Excel business office.

Flights should be booked at least 30 days in advance to avoid premium airfare pricing.

Coach class or economy tickets must be purchased for domestic or international flights with flight time totaling less than five consecutive hours excluding layovers.

A less-than-first-class ticket (i.e. business class) may be purchased at Excel Academy Charter School's discretion for domestic or international flights with flight time exceeding five consecutive hours excluding layovers.

Airfare may be purchased with a credit card or check through the Excel business office with a request on requisition form.

PERMISSIBLE PREPAID TRAVEL EXPENSES CONTINUED

• RAIL TRANSPORTATION



Excel Academy Charter School will prepay or reimburse rail transportation provided that the cost does not exceed the cost of the least expensive airfare.

• RENTAL VEHICLES

Excel Academy Charter School will pay for approved use of a rental vehicle. See the section on reimbursements below in this section.

Obtaining **FULL RENTAL INSURANCE COVERAGE IS MANDATORY!** This is a reimbursable expense and failure to comply could result in disciplinary action or future prohibition of travel.

• CONFERENCE REGISTRATION FEES

Conference registration fees can be prepaid with a credit card or check through the Excel business office with submission of a requisition form. Business-related banquets or meals that are considered part of the conference can be paid with the registration fees; however, such meals must be deducted from the traveler's per diem allowance. For example: if a sponsored meal is available staff cannot submit per diem expense reimbursement requests for dining elsewhere.

• TRAVEL ADVANCES

Cash advances are authorized for specific situations that might cause undue financial hardship for business travelers. These situations are limited to staff traveling on behalf of Excel Academy Charter School. A maximum of 80 percent of the total estimated cost can be advanced, and must be pre-approved 30 days prior to the day of the trip.

Expenses associated with the travel must be reconciled and substantiated within two weeks of the return date. The traveler must repay Excel Academy Charter School for any advances in excess of the approved reimbursable expenses. The department initiating the travel is responsible for notifying the business office to deposit any excess funds into the appropriate departmental account.

Travel advances are processed by submitting a completed requisition form to the business office. Reimbursement for any remaining expenses is processed through Paycom self service portal and approved by the designated approval authority.



REIMBURSEMENTS



Requests for reimbursements of travel-related expenses are submitted via employee Paycom self service portal.

Submissions must be made within two weeks after the trip is completed. Travel Reimbursement forms not submitted within this time frame require exception approval from the Superintendent or from the Chief Business Officer.

Reimbursement of travel expenses is based on documentation of reasonable and actual expenses supported by the original, itemized receipts where required. Reimbursements that may be paid by Excel Academy Charter School are shown below:

- **AIRFARE**

If the airfare was not prepaid by the business office, an original itemized airline receipt, an e-ticket receipt/statement or an Internet receipt/statement is required. The receipt must show the method of payment and indicate that payment was made.

- **RAIL TRANSPORTATION**

If rail transportation was not prepaid by the business office, an original itemized receipt, original e-ticket receipt/statement or Internet receipt/statement is required. The receipt must show the method of payment and indicate that payment was made.

- **AUTOMOBILE (PERSONALLY OWNED - DOMESTIC TRAVEL)**

A valid driver's license issued within the United States and personal automobile insurance are required for expenses to be reimbursed. Drivers should be aware of the extent of coverage (if any) provided by his or her automobile insurance company for travel that is business or not personal in nature.

Reimbursement for use of a personal automobile is based on the IRS mileage rate.

Paycom self service portal expense submission is required for reimbursement of all mileage expenses. Travelers may opt to request reimbursement for actual gasoline expenses in lieu of the IRS mileage rate.

- **AUTOMOBILE (RENTAL—DOMESTIC TRAVEL)**

Reimbursement for a commercial rental vehicle as a primary mode of transportation is authorized only if the rental vehicle is more economical than any other type of public transportation, or if the destination is not otherwise accessible. Vehicle rental at a destination city is reimbursable. Original receipts are required.

(continued on next page)

• AUTOMOBILE (RENTAL—DOMESTIC TRAVEL) CONT.

Reimbursement for a commercial rental vehicle as a primary mode of transportation is authorized only if the rental vehicle is more economical than any other type of public transportation, or if the destination is not otherwise accessible. Vehicle rental at a destination city is reimbursable. Original receipts are required.

Excel Academy Charter School authorizers reimbursement for the most economic vehicle available. In certain circumstances larger vehicles may be rented, with supervisory approval. The rental agreement must clearly show the date and the points of departure/arrival, as well as the total cost. Drivers must adhere to the rental requirements, and restrictions must be followed. Original receipts are required.

When vehicle rentals are necessary, Excel Academy Charter School encourages travelers to purchase collision damage waiver (CDW) and loss damage waiver (LDW) coverage. Excel Academy Charter School will reimburse the cost of CDW and LDW coverage; all other insurance reimbursements will be denied.

Drivers should be aware of the extent of coverage (if any) provided by his or her automobile insurance company for travel that is business or not personal in nature.

Parking fees, tolls and other incidental costs associated with the vehicle use are not covered by the rental agreement but will be reimbursed through Paycom expense submission.

Travelers are strongly encouraged to fill the gas tank before returning the vehicle to the rental agency to avoid service fees and more expensive fuel rates.

• CONFERENCE REGISTRATION FEES



If the conference fee was not prepaid, Excel Academy Charter School will reimburse these fees, including business-related banquets or meals that are part of the conference registration. Original receipts to support the payment are required. If the conference does not provide a receipt, then a canceled check, credit card slip/statement or documentation that the amount was paid is required for reimbursement.

Entertainment activities such as golf outings and sightseeing tours will not be reimbursed if not hosted and sponsored by the school.

Registration fees paid directly by an individual will not be reimbursed until the conference is completed.

• LODGING (COMMERCIAL)

The cost of overnight lodging (room rate and tax only) will be reimbursed to the traveler if the authorized travel is 45 miles or more from the traveler's home or primary worksite.
Exceptions to this restriction may be approved in writing by the Superintendent.

Excel Academy Charter School will reimburse lodging expenses at reasonable, single occupancy or standard business room rates. When the hotel or motel is the conference or convention site, reimbursement will be limited to the conference rate.

Only single room rates are authorized for payment or reimbursement unless the second party is representing the agency in an authorized capacity. If the lodging receipt shows more than a single occupancy, the single room rate must be noted. If reimbursement for more than the single room rate is requested, the name of the second person must be included.

• MEALS (PER DIEM)

Excel Academy Charter School per diem rates are based on the U.S. General Services Administration Guidelines, which vary by city location. In addition to meals these rates include incidental expenses such as laundry, dry cleaning and service tips (e.g., housekeeping or porter tips). Incidental expenses, unless specifically cited in this policy, will not be reimbursed. Staff is urged to use personal methods of payments for incidentals and not charge items to lodging.

Per diem reimbursements are based on departure and return times over the entire 24-hour day and are prorated accordingly.

If a free meal is included in a conference registration fee and sponsored by the school or host, built into the standard, single hotel room rate or replaced by a legitimate business meal, the per diem allowance for that meal may not be claimed.

Receipts are not required for per diem allowances except for with use of Stampli card for Admin. Per diem allowances are reimbursed after the trip is completed via Paycom self service portal.

A flat per diem of $105 per day during the scheduled conference dates,. Non-conference, or event travel days will be days of travel reimbursed at $52.50 per day. For example, if a conference starts on Monday and travel to the event is made on a Sunday, then $52.50 would be provided for the Sunday and $105 per day from Monday until the last day of the conference. Receipts are not required in Paycom, but a conference agenda is required. If meals are included in the hotel or conference fee, then these should be deducted from the per diem request at a rate of $25 Breakfast, $35 Lunch, $45 Dinner.

• BUSINESS MEALS

Travelers are required to follow Excel Academy Charter School expenditure policies when requesting reimbursement for business meals. Original itemized receipts are required. Food and non-alcoholic beverages ONLY can be claimed. Per diem meals include expense of no more than $105 per day, inclusive of tax and gratuity:



Breakfast = $25 (inclusive of tax and gratuity)
Lunch = $35 (inclusive of tax and gratuity)
Dinner =$45 (inclusive of tax and gratuity)

Employees will be responsible for any overages that exceed the per diem amounts.

Business meals. Business meals reimbursements are allowable for local business meetings. These will be reimbursed at the same per diem rate ($25 Breakfast, $35 Lunch and $45 Dinner). These expenses require a receipt of actual expenses to be reimbursed by the employee.

• BUSINESS EXPENSES

Business expenses, including faxes, photocopies, Internet charges, data ports, airline WiFi, and business telephone calls incurred while on travel status, can be reimbursed. Original itemized receipts are required.

• PARKING

Original receipts are required for parking fees (including airport parking).The lodging bill can be used as a receipt when charges are included as part of the overnight stay.

• TELEPHONE CALLS

The costs of personal telephone calls are the responsibility of the individual.

• TOLLS

Original receipts are required for tolls.

• MISCELLANEOUS TRANSPORTATION

Original receipts are required for taxi, bus, subway, metro, ferry and other modes of transportation.

• VISA, PASSPORT FEES, AND IMMUNIZATIONS

If these items are required for international travel, their reimbursement is left to the discretion of your supervisor. If approved by the designated authority, original itemized receipts are required.

• NON-REIMBURSABLE TRAVEL EXPENSES

The following items that may be associated with business travel will not be reimbursed by Excel Academy Charter School:

- Airline club memberships.
- Airline upgrades.
- Business class for domestic flights or first class for all flights.
- Child care, babysitting, house-sitting, or pet-sitting/kennel charges.
- Commuting between home and the primary work location.
- Costs incurred by traveler's failure to cancel travel or hotel reservations in a timely fashion unless company sponsored cancellation.
- Evening or formal wear expenses.
- Haircuts and personal grooming.
- Laundry and dry cleaning.
- Alcoholic beverages.
- Passports, vaccinations and visas when not required as a specific and necessary condition of the travel assignment.
- Personal entertainment expenses, including in-flight movies, headsets, health club facilities, hotel pay-per-view movies, in-theater movies, social activities and related incidental costs.
- Travel accident insurance premiums or purchase of additional travel insurance.
- Other expenses not directly related to business travel.

• TRAVEL FOR NON-EMPLOYEES

Additional costs for travel, lodging, meal or other travel expenses for spouses or other family members will not be reimbursed unless the individual has a bona fide company purpose for engaging in the travel or attending the event. Such travel is generally limited to Executive Administration and should occur infrequently.



REQUIRED ANNUAL TRAVEL FOR ADMINISTRATIVE STAFF :

- ALL EXECUTIVE CABINET
- ALL DIRECTORS
- APPLICABLE ASSISTANT DIRECTORS

APLUS+ NETWORKING CONFERENCE

CCSA

CSDC

ADMIN SUMMIT

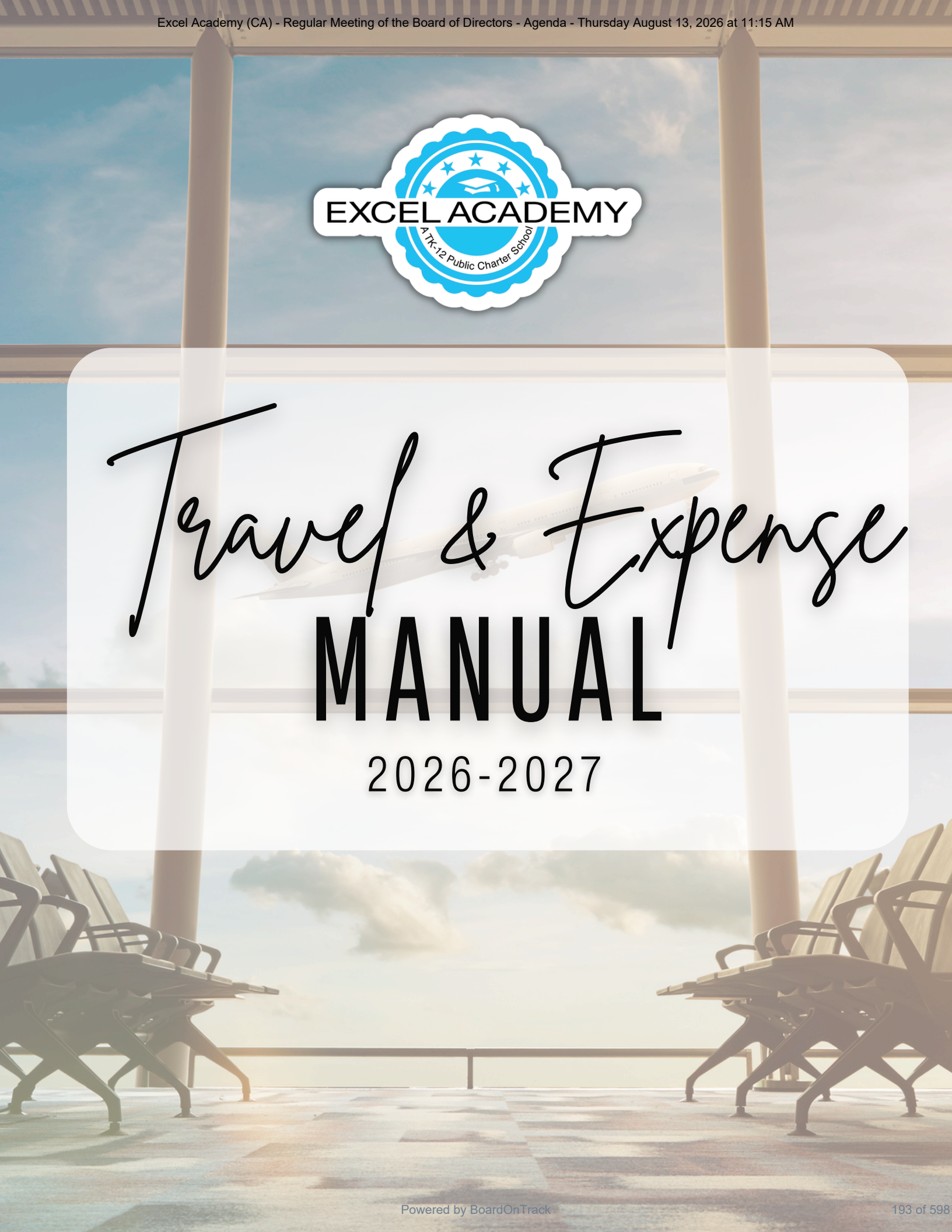
SELPA MEETINGS



As Administrative representation is important at local and state industry conferences, we ask all Administrative staff to make a commitment to attending the required events. We ask that staff are in attendance the duration of the event and complete any sessions assigned by the Superintendent.

Written request must be submitted 30 days prior to, or at earliest notice, to the Superintendent that Administrative staff is unable to attend mandatory conference events.

Staff unable to attend events for non-business related purposes must complete submission of the appropriate alternative time management request via Paycom self service portal.



Travel & Expense MANUAL

2026-2027

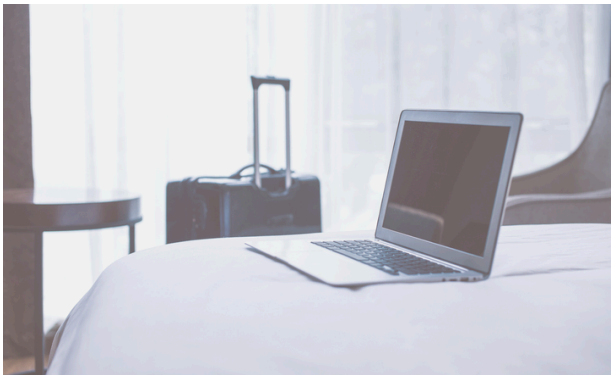
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OVERVIEW



It is the policy of Excel Academy Charter School to reimburse staff for reasonable and necessary expenses incurred during approved work-related travel. Employees seeking reimbursement should incur the lowest reasonable travel expenses and exercise care to avoid impropriety or the appearance of impropriety. Reimbursement is allowed only when reimbursement has not been, and will not be, received from other sources. If a circumstance arises that is not specifically covered in this travel policy, then the most conservative course of action should be taken. Business travel policies are aligned with company reimbursement rules. All business-related travel paid with Excel Academy Charter School funds must comply with school expenditure policies.

AUTHORIZATION & RESPONSIBILITY >

Staff travel must be authorized. Travelers should verify that planned travel is eligible for reimbursement before making travel arrangements, if it has not already been made for them. Within 30 days of completion of a trip, the traveler must submit for travel reimbursement via Paycom self service portal.

An individual may not approve his or her own travel or reimbursement; a supervisor will be assigned for online approval via Paycom self service portal. Travel reimbursement form must be approved by the Superintendent or the ~~Director of Business Services~~ Chief Business officer (for travel over $5,000) or the Business Manager (for travel over $1,000).

Travel and reimbursement for members of the management team must be approved by the Superintendent and will be reviewed annually by the internal audit.

Designated approval authorities are required to review expenditures and withhold reimbursement if there is reason to believe that the expenditures are inappropriate or extravagant.

PERSONAL FUNDS

Travelers should review reimbursement guidelines before spending personal funds for business travel to determine if such expenses are reimbursable. Excel Academy Charter School reserves the right to deny reimbursement of travel-related expenses for failure to comply with applicable policies and procedures.



Travelers who use personal funds to facilitate travel arrangements will not be reimbursed until after the trip occurs and proper documentation is submitted.

VACATION IN CONJUNCTION WITH BUSINESS TRAVEL >

In cases in which vacation time is added to a business trip, any cost variance in airfare, car rental or lodging must be clearly identified on the expense management submission. Excel Academy Charter School will not prepay any personal expenses with the intention of being "repaid" at a later time, nor will any personal expenses be reimbursed.

EXCEPTIONS >

Occasionally, it may be necessary for travelers to request exceptions to this travel policy. Requests for exceptions to the policy must be made in writing and approved by the supervisor and Superintendent.

Exceptions related to the Superintendent's or the Chief Business Officer ~~Director of Business Services~~ must be submitted for approval to the opposite person or to the treasurer of the board for approval. In most instances, the expected turnaround time for review and approval is five business days.



TRAVEL EXPENSES / PROCEDURES



GENERAL INFORMATION >

Authorized business travel for staff that includes prepayments must be pre-approved and generally pre-booked by the designated Excel staff member. This includes lodging, airfare and car rental. Reimbursement of parking, meals, mileage, gasoline in lieu of mileage and ferry or bus passes do not require pre- approval requests and can be submitted up to (30) days after the trip.

PERMISSIBLE PREPAID TRAVEL EXPENSES

Before the travel, Excel Academy Charter School may issue prepayments for airfare, rail transportation, rental vehicles, conference registration fees and cash advances. Applicable policies and methods of payments for these prepayments follow:

- **AIRFARE**

Travelers are expected to obtain the lowest available airfare that reasonably meets business travel needs. Airfare may be prepaid by the Excel business office.

Flights should be booked at least 30 days in advance to avoid premium airfare pricing.

Coach class or economy tickets must be purchased for domestic or international flights with flight time totaling less than five consecutive hours excluding layovers.

A less-than-first-class ticket (i.e. business class) may be purchased at Excel Academy Charter School's discretion for domestic or international flights with flight time exceeding five consecutive hours excluding layovers.

Airfare may be purchased with a credit card or check through the Excel business office with a request on requisition form.

PERMISSIBLE PREPAID TRAVEL EXPENSES CONTINUED

- **RAIL TRANSPORTATION**

Excel Academy Charter School will prepay or reimburse rail transportation provided that the cost does not exceed the cost of the least expensive airfare.



- **RENTAL VEHICLES**

Excel Academy Charter School will pay for approved use of a rental vehicle. See the section on reimbursements below in this section.

Obtaining **FULL RENTAL INSURANCE COVERAGE IS MANDATORY!** This is a reimbursable expense and failure to comply could result in disciplinary action or future prohibition of travel.

- **CONFERENCE REGISTRATION FEES**

Conference registration fees can be prepaid with a credit card or check through the Excel business office with submission of a requisition form. Business-related banquets or meals that are considered part of the conference can be paid with the registration fees; however, such meals must be deducted from the traveler's per diem allowance. For example: if a sponsored meal is available staff cannot submit per diem expense reimbursement requests for dining elsewhere.

- **TRAVEL ADVANCES**

Cash advances are authorized for specific situations that might cause undue financial hardship for business travelers. These situations are limited to staff traveling on behalf of Excel Academy Charter School. A maximum of 80 percent of the total estimated cost can be advanced, and must be pre-approved 30 days prior to the day of the trip.

Expenses associated with the travel must be reconciled and substantiated within two weeks of the return date. The traveler must repay Excel Academy Charter School for any advances in excess of the approved reimbursable expenses. The department initiating the travel is responsible for notifying the business office to deposit any excess funds into the appropriate departmental account.

Travel advances are processed by submitting a completed requisition form to the business office. Reimbursement for any remaining expenses is processed through Paycom self service portal and approved by the designated approval authority.



REIMBURSEMENTS



Requests for reimbursements of travel-related expenses are submitted via employee Paycom self service portal.

Submissions must be made within two weeks after the trip is completed. Travel Reimbursement forms not submitted within this time frame require exception approval from the Superintendent or from the Chief Business Officer ~~Director of Business Services~~.

Reimbursement of travel expenses is based on documentation of reasonable and actual expenses supported by the original, itemized receipts where required. Reimbursements that may be paid by Excel Academy Charter School are shown below:

- **AIRFARE**

If the airfare was not prepaid by the business office, an original itemized airline receipt, an e-ticket receipt/statement or an Internet receipt/statement is required. The receipt must show the method of payment and indicate that payment was made.

- **RAIL TRANSPORTATION**

If rail transportation was not prepaid by the business office, an original itemized receipt, original e-ticket receipt/statement or Internet receipt/statement is required. The receipt must show the method of payment and indicate that payment was made.

- **AUTOMOBILE (PERSONALLY OWNED - DOMESTIC TRAVEL)**

A valid driver's license issued within the United States and personal automobile insurance are required for expenses to be reimbursed. Drivers should be aware of the extent of coverage (if any) provided by his or her automobile insurance company for travel that is business or not personal in nature.

Reimbursement for use of a personal automobile is based on the IRS mileage rate.

Paycom self service portal expense submission is required for reimbursement of all mileage expenses. Travelers may opt to request reimbursement for actual gasoline expenses in lieu of the IRS mileage rate.

- **AUTOMOBILE (RENTAL—DOMESTIC TRAVEL)**

Reimbursement for a commercial rental vehicle as a primary mode of transportation is authorized only if the rental vehicle is more economical than any other type of public transportation, or if the destination is not otherwise accessible. Vehicle rental at a destination city is reimbursable. Original receipts are required.

(continued on next page)

• AUTOMOBILE (RENTAL—DOMESTIC TRAVEL) CONT.

Reimbursement for a commercial rental vehicle as a primary mode of transportation is authorized only if the rental vehicle is more economical than any other type of public transportation, or if the destination is not otherwise accessible. Vehicle rental at a destination city is reimbursable. Original receipts are required.

Excel Academy Charter School authorizers reimbursement for the most economic vehicle available. In certain circumstances larger vehicles may be rented, with supervisory approval. The rental agreement must clearly show the date and the points of departure/arrival, as well as the total cost. Drivers must adhere to the rental requirements, and restrictions must be followed. Original receipts are required.

When vehicle rentals are necessary, Excel Academy Charter School encourages travelers to purchase collision damage waiver (CDW) and loss damage waiver (LDW) coverage. Excel Academy Charter School will reimburse the cost of CDW and LDW coverage; all other insurance reimbursements will be denied.

Drivers should be aware of the extent of coverage (if any) provided by his or her automobile insurance company for travel that is business or not personal in nature.

Parking fees, tolls and other incidental costs associated with the vehicle use are not covered by the rental agreement but will be reimbursed through Paycom expense submission.

Travelers are strongly encouraged to fill the gas tank before returning the vehicle to the rental agency to avoid service fees and more expensive fuel rates.

• CONFERENCE REGISTRATION FEES



If the conference fee was not prepaid, Excel Academy Charter School will reimburse these fees, including business-related banquets or meals that are part of the conference registration. Original receipts to support the payment are required. If the conference does not provide a receipt, then a canceled check, credit card slip/statement or documentation that the amount was paid is required for reimbursement.

Entertainment activities such as golf outings and sightseeing tours will not be reimbursed if not hosted and sponsored by the school.

Registration fees paid directly by an individual will not be reimbursed until the conference is completed.

• LODGING (COMMERCIAL)

The cost of overnight lodging (room rate and tax only) will be reimbursed to the traveler if the authorized travel is 45 miles or more from the traveler's home or primary worksite.
Exceptions to this restriction may be approved in writing by the Superintendent.

Excel Academy Charter School will reimburse lodging expenses at reasonable, single occupancy or standard business room rates. When the hotel or motel is the conference or convention site, reimbursement will be limited to the conference rate.

Only single room rates are authorized for payment or reimbursement unless the second party is representing the agency in an authorized capacity. If the lodging receipt shows more than a single occupancy, the single room rate must be noted. If reimbursement for more than the single room rate is requested, the name of the second person must be included.

• MEALS (PER DIEM)

Excel Academy Charter School per diem rates are based on the U.S. General Services Administration Guidelines, which vary by city location. In addition to meals these rates include incidental expenses such as laundry, dry cleaning and service tips (e.g., housekeeping or porter tips). Incidental expenses, unless specifically cited in this policy, will not be reimbursed. Staff is urged to use personal methods of payments for incidentals and not charge items to lodging.

Per diem reimbursements are based on departure and return times over the entire 24-hour day and are prorated accordingly.

If a free meal is included in a conference registration fee and sponsored by the school or host, built into the standard, single hotel room rate or replaced by a legitimate business meal, the per diem allowance for that meal may not be claimed.

Receipts are not required for per diem allowances except for with use of Stampli card for Admin. Per diem allowances are reimbursed after the trip is completed via Paycom self service portal.

A flat per diem of $105 per day during the scheduled conference dates,. Non-conference, or event travel days will be days of travel reimbursed at $52.50 per day. For example, if a conference starts on Monday and travel to the event is made on a Sunday, then $52.50 would be provided for the Sunday and $105 per day from Monday until the last day of the conference. Receipts are not required in Paycom, but a conference agenda is required. If meals are included in the hotel or conference fee, then these should be deducted from the per diem request at a rate of $25 Breakfast, $35 Lunch, $45 Dinner.

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Business expenses, including faxes, photocopies, Internet charges, data ports, airline WiFi, and business telephone calls incurred while on travel status, can be reimbursed. Original itemized receipts are required.

PARKING

Original receipts are required for parking fees (including airport parking).The lodging bill can be used as a receipt when charges are included as part of the overnight stay.

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Original receipts are required for tolls.

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Original receipts are required for taxi, bus, subway, metro, ferry and other modes of transportation.

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If these items are required for international travel, their reimbursement is left to the discretion of your supervisor. If approved by the designated authority, original itemized receipts are required.

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The following items that may be associated with business travel will not be reimbursed by Excel Academy Charter School:

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- Laundry and dry cleaning.
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- Passports, vaccinations and visas when not required as a specific and necessary condition of the travel assignment.
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Staff unable to attend events for non-business related purposes must complete submission of the appropriate alternative time management request via Paycom self service portal.

Coversheet

Consent - Policy Development

Section: X. Consent
Item: D. Consent - Policy Development
Purpose: Vote
Submitted by:
Related Material:
EACS - 3011 Fiscal Policy - Accounts Payable and Record Keeping (2).pdf
REDLINE EACS - 3011 Fiscal Policy - Accounts Payable and Record Keeping (1).pdf
EACS - 5050 Academic Integrity & Responsible Use of Artificial Intelligence Policy.pdf
REDLINE 5050 Academic Integrity & Responsible Use of Artifical Intelligence Policy.pdf
EACS Graduation Policy 6210.docx (2).pdf
REDLINE EACS Graduation Policy 6210.docx.pdf

BACKGROUND:

REVISED

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

3000 Series - Business/Non-Instructional

3011 - EA Accounts Payable and Record Keeping Fiscal Policy

- Addition was made to include the Stampli invoice approval as another method to use the signature stamp.

5000 Series - Student Services

5050 - EA Academic Integrity & Artificial Intelligence Use Policy

- In accordance with SB 1288, the CDE released the model policy to address Artificial Intelligence (AI) in Education. This model policy was used to shape Excel Academy's Academic Integrity policy to keep students and staff safe in teaching and learning as AI rapidly becomes part of everyday life in schools. The integrated content covers the recommended basic legal, ethical, and logistical considerations for school AI policy. This also includes key areas such as academic integrity and disclosure, limits on AI detection software, privacy by design, legal compliance, educator discretion, parent and guardian review rights, and AI literacy as a core academic competency.

6000 Series - Instruction

6210 - EA Graduation Policy

- Updated regalia requirements for graduates as well as the graduation credit breakdown.

ACCOUNTS PAYABLE AND RECORD KEEPING FISCAL POLICY

ACCOUNTS PAYABLE

Invoice Authorization

Invoice Approval & Processing:

1. All original invoices will immediately be forwarded to the Business Services Department for processing. If the vendor is a sole proprietor or a partnership providing a service, Business Services will obtain a W-9 from the vendor prior to submitting any requests for payments. Department personnel will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received and, if applicable, match the PO in the online purchase order system. Invoices are then routed to the appropriate approver(s) based on Excel Academy Charter School's lines of authority approval workflow.
2. For certain ongoing utilities, communications (e.g., phone and internet), and other providers, the Superintendent may authorize the enrollment in pre-approval and/or auto-pay by signing his or her approval after reviewing the typical monthly payment amount for each vendor. For vendors enrolled in auto-pay, an approver will also review and approve invoices after they are paid.
3. All invoices and supporting documentation shall be processed for payment at least weekly only upon receiving sufficient supporting documentation.

Payments

1. The Superintendent shall be authorized to open and close bank accounts, subject to any Board of Directors ("Board") resolution directing the same.
2. Most payments will be processed using the accounts payable automation software. The Superintendent or designee will approve payments within the system.
3. Once the Superintendent approves, the Business Services staff prepares the check based on the authorization before obtaining the appropriate signature(s).
4. When a bank check must be used, the Superintendent will be responsible for all pre-printed check stock and will keep them under lock and key. The use of the signature stamp will be in accordance with the signed authorization form or Stampli invoice approval from the Superintendent, provided to and maintained on file. The CBO or Fiscal Manager will review the supporting documentation for completeness and the check for accuracy.
5. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
6. The Business Manager prepares the journal entry to record the check transaction(s) in the appropriate checkbook and general ledger. The Chief Business Officer reviews and posts the

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journal entry.

7. The Business Manager shall distribute the checks and vouchers as follows:
    a. Original – mailed or delivered to payee.
    b. Duplicate or voucher – attached to the invoice and filed by account number.
    c. Canceled Checks – filed numerically with bank statements.

Bank Reconciliation

1. The Business Services Manager or designee will examine all paid checks for date, name, cancellation, and endorsement and report any discrepancies to the Chief Business Officer. Any discrepancies regarding the paid or undeposited checks over 60 days will be researched and corrected in the accounting system if applicable.
2. The Business Services Manager or designee will prepare the bank reconciliation, verify the bank statements, and facilitate any necessary reconciliation.
3. The Chief Business Officer will compare the reconciled bank balance to the cash in the bank account and the general ledger, immediately reporting any material discrepancies to the Superintendent.

RECORD KEEPING

The School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools to provide an accurate and auditable record of all financial transactions.

Further, the School requires explicitly that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described in the school's books and records.
2. The books and records must fully and accurately describe receipts and disbursements.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may only be made to the contracting party and only for the services rendered or products delivered. False or fictitious invoices may not be paid.

Basis of Accounting

The School will maintain its accounting records and related financial reports on the accrual basis of accounting.

ACCOUNTS PAYABLE AND RECORD KEEPING FISCAL POLICY

Revenues

Under the accrual basis of accounting, revenues are recognized when earned.

Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

Security of Financial Data

The financial system's administrator is responsible for backing up data. The web-based database is provided by an external entity and leased by The School. The fiscal staff backs up all relevant reports.

ACCOUNTS PAYABLE AND RECORD KEEPING FISCAL POLICY

ACCOUNTS PAYABLE

Invoice Authorization

Invoice Approval & Processing:

1. All original invoices will immediately be forwarded to the Business Services Department for processing. If the vendor is a sole proprietor or a partnership providing a service, Business Services will obtain a W-9 from the vendor prior to submitting any requests for payments. Department personnel will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received and, if applicable, match the PO in the online purchase order system. Invoices are then routed to the appropriate approver(s) based on Excel Academy Charter School's lines of authority approval workflow.
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3. All invoices and supporting documentation shall be processed for payment at least weekly only upon receiving sufficient supporting documentation.

Payments

1. The Superintendent ~~Executive Director~~ shall be authorized to open and close bank accounts, subject to any Board of Directors ("Board") resolution directing the same.
2. Most payments will be processed using the accounts payable automation software. The Superintendent ~~Executive Director~~ or designee will approve payments within the system.
3. Once the Superintendent ~~Executive Director~~ approves, the Business Services staff prepares the check based on the authorization before obtaining the appropriate signature(s).
4. When a bank check must be used, the Superintendent ~~Executive Director~~ will be responsible for all pre-printed check stock and will keep them under lock and key. The use of the signature stamp will be in accordance with the signed authorization form or Stampli invoice approval from the Superintendent, provided to and maintained on file. The CBO or Fiscal Manager will review the supporting documentation for completeness and the check for accuracy.
5. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
6. The Business Manager prepares the journal entry to record the check transaction(s) in the appropriate checkbook and general ledger. The Chief Business Officer reviews and posts the

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1. The Business Services Manager or designee will examine all paid checks for date, name, cancellation, and endorsement and report any discrepancies to the Chief Business Officer. Any discrepancies regarding the paid or undeposited checks over 60 days will be researched and corrected in the accounting system if applicable.
2. The Business Services Manager or designee will prepare the bank reconciliation, verify the bank statements, and facilitate any necessary reconciliation.
3. The Chief Business Officer will compare the reconciled bank balance to the cash in the bank account and the general ledger, immediately reporting any material discrepancies to the Superintendent ~~Executive Director~~.

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The School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools to provide an accurate and auditable record of all financial transactions.

Further, the School requires explicitly that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described in the school's books and records.
2. The books and records must fully and accurately describe receipts and disbursements.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may only be made to the contracting party and only for the services rendered or products delivered. False or fictitious invoices may not be paid.

Basis of Accounting

The School will maintain its accounting records and related financial reports on the accrual basis of accounting.

ACCOUNTS PAYABLE AND RECORD KEEPING FISCAL POLICY

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Under the accrual basis of accounting, revenues are recognized when earned.

Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

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The financial system's administrator is responsible for backing up data. The web-based database is provided by an external entity and leased by The School. The fiscal staff backs up all relevant reports.

STUDENT SERVICES **5050-EA**

ACADEMIC INTEGRITY & RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE POLICY

1. Purpose and Board Commitment

Excel Academy Charter School and its programs ("EACS" or the "Charter School") adopt this Academic Integrity Policy to apply to all students and staff at EACS.

EACS considers academic integrity a core value. Students are expected to submit work that accurately represents their own knowledge, effort, and original contribution, except where collaboration or outside assistance has been authorized. Students must neither give nor receive any unauthorized aid on any test, paper, or assignment. Use of another person's work or ideas must be accompanied by specific citations and references. The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors and to provide our students with the tools to write with integrity.

According to Ed Code 33328.5, "Artificial intelligence" means an engineered or machine-based system that varies in its level of autonomy and that can, for explicit or implicit objectives, infer, from the input it receives, how to generate outputs that can influence physical or virtual environments. The Governing Board recognizes that artificial intelligence (AI), including AI tools and systems, holds significant potential to expand student access to information, support educator effectiveness, reduce barriers to learning, and prepare all students for a future shaped by AI technology, as well as the potential for AI to undermine academic integrity, student privacy, equity, and well-being. Therefore, the Board is committed to ensuring that AI is used in the best interests of students in a human-centered, responsible, and equitable manner that meets the diverse needs of all learners.

Excel Academy recognizes the importance of AI and understands that it does not replace teachers, relationships, critical thinking, or student learning. EACS will regularly review AI use, update the list of school approved AI tools, consider stakeholder feedback and audit findings, and adjust as technology develops. EACS will provide regular professional development for all staff on the appropriate and effective use of artificial intelligence (AI).

2. Principles for AI Usage

Academic Integrity

ACADEMIC INTEGRITY & RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE POLICY

AI should be used to support learning and not to undermine the integrity of student work.

Accountability

Students are responsible for their actions when utilizing AI tools and for acknowledging the potential consequences that may ensue. These principles collectively underpin a culture of responsible and ethical AI use within our educational community.

Proper Usage of AI

Students should receive instruction in the appropriate use of AI, including effective prompting, identifying bias and misinformation, ethical use, source verification, privacy, and proper citation.

Students may use AI only when permitted by the teacher. When AI is used, students must disclose that use and cite it according to assignment expectations.

AI-generated content should not be used as a substitute for pupil effort or original work. Students are required to use their own efforts to understand the material and produce unique content.

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All secondary students will review the Academic Integrity Code and sign the Plagiarism Academic Honesty Pact.

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It is imperative for students to review the Academic Integrity Policy with their Teacher of Record and ensure that they take steps to avoid plagiarism.

4. Definition of Plagiarism

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

Whether a student copies something word-for-word or rephrases the ideas of another student and/or writer without properly acknowledging the source, both constitute examples of plagiarism.

Excel Academy recognizes the accessibility of information and online sources.

5. Examples of Plagiarism and Academic Dishonesty

Examples of plagiarism and academic dishonesty include, but are not limited to:

A. Improper Use of Sources

- Quoting someone else's words, sentences, paragraphs, or an entire paper without acknowledging the source within the paper or written assignment.
- Simply listing sources on the Works Cited page but not citing them in the writing.
- Paraphrasing someone else's ideas, opinions, or thoughts without acknowledging the source.
- Citing only a portion of the source. Even if only one source is used, all references need to be cited.

B. Copying or Submitting Another Person's Work

- Copying another student's work, paper, and/or essays and turning the work in as one's own.
- Copying another student's computer file or work and submitting the work as one's own.
- Buying any completed or partial work written by someone else and using it as one's own work.
- Copying answers from a teacher's manual rather than using the manual to check answers.

- Turning in work completed for other classes or writing assignments. This is considered academic dishonesty. Students need to turn in original writing for each class and assignment.

C. Inappropriate Use of AI

- Using AI to generate or substantially complete an assignment when such use has not been authorized by the teacher or submitting AI-generated content as the student's own original work.
- Using AI to complete assignments or assessments where it is not allowed or to plagiarize work.
- Using AI to copy, paste, or auto-generate writing.
- Using AI-generated content as a substitute for pupil effort or original work.
- Failing to disclose or properly cite permitted AI use.
- Using AI tools to impersonate individuals or organizations in a misleading or malicious manner.
- Using AI tools to generate content that is unlawful, harmful, offensive, and/or against any Excel Academy policies.
- Using AI to train public AI models
- Submitting or otherwise publishing school materials using AI tools. Such materials include, but are not limited to, past papers, textbooks, worksheets, curriculum materials, and other school materials.

D. Other Academic Dishonesty

- Any other form of cheating.

The above examples provide a sampling of potential plagiarism and/or academic dishonesty.

6. Support and Instruction Provided

EACS teachers are committed to educating students about the responsible use of AI, which may include the following objectives and strategies:

- Clarify the appropriate and inappropriate uses of AI tools within the context of student work products.

- Integrate discussions on the ethical use of AI, including potential biases and limitations of AI tools.
- Provide clear guidelines on when and how AI can be used depending on the assignment. Teachers have the authority to decide if AI is allowed, partially allowed, or prohibited on any assignment.
- Encourage critical thinking and verify the accuracy of any information generated by AI tools.
- Educate staff and students on data privacy and the importance of not sharing personal information with AI systems. This includes protecting FERPA rights, California privacy law, confidential records, and/or trainings.
- Ensure that AI use aligns with educational goals, such as supporting student agency and promoting critical thinking.
- Provide annual informed consent from guardians before EACS deploys autonomous AI student interaction tools.
- When EACS uses an AI system to provide automated student feedback or assist with grading, parents/guardians will receive notice as required by school procedures. The Teacher of Record will review the output and retain sole authority for determining the student's final grade.
- Teach students about the responsible use of AI, including recognizing and reporting misinformation.
- Provide safety cautions about sharing personal data with AI bots and using them to invade others' privacy.
- Instruct students on how to cite appropriate sources for all text and images used in writing.
- Teachers will disclose their own usage of AI to students for transparency.
- The teacher will always determine the final grade of any assignment.

7. Process for Addressing Incidents of Academic Dishonesty, Including Inappropriate AI Usage

Consequences for incidents of academic dishonesty are cumulative and are not specific to one course.

ACADEMIC INTEGRITY & RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE POLICY

AI detection tools may be used as one source of information but shall not be the sole basis for determining academic dishonesty. Teachers will consider multiple sources of evidence, including:

- Student writing samples.
- Prewriting process.
- Drafts.
- Classroom observations.
- Assignment history.
- Student explanations.
- Conferencing with Administration or Secondary Department Chairs.
- Other relevant information.

Only confirmed incidents will count toward the progressive consequences described below.

If the student has an Individualized Education Program, the teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any student conduct concerns, including plagiarism.

If the student has a Section 504 Plan, the teacher will notify the respective Section 504 Coordinator.

8. Progressive Consequences

First Incident

If, after reviewing the available evidence, the Teacher of Record determines that academic dishonesty occurred:

- The teacher will meet with the student.
- The teacher will issue a warning.
- The student will be allowed to redo the assignment.
- No Behavioral Improvement Plan will be issued.
- The student must review materials on academic integrity as assigned by the Teacher of Record.
- The student and family will receive educational tools for appropriate AI usage.

ACADEMIC INTEGRITY & RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE POLICY

Second Incident

If, after reviewing the available evidence, the Teacher of Record determines that academic dishonesty occurred:

- The student will initially receive a zero on the assignment and must complete a replacement assignment by the deadline established by the Teacher of Record.
- The replacement grade will be based on the student's demonstrated mastery and may be subject to a maximum score established by school procedures.
- If AI was utilized, a plan will be created to help the student learn about AI usage and how to utilize it appropriately in the future.
- The student must review materials on academic integrity as assigned by the Teacher of Record.
- The student will be issued a Behavioral Improvement Plan.

Third Incident

If, after reviewing the available evidence, the Teacher of Record determines that academic dishonesty occurred:

- The student will receive an F/zero on the assignment.
- The student will correct the mistake without a grade increase.
- The zero for the assignment will remain.
- The student will be issued a Behavioral Improvement Plan.
- If AI was utilized, the respective plan will be reviewed and updated.
- A meeting with the Teacher of Record, parent/guardian, and school Administration will be scheduled to explain the severity of the issue, provide additional support, and warn the student that they will be required to retake the course with a passing grade to receive credit for the course if this occurs again.

Fourth Incident

If, after reviewing the available evidence, the Teacher of Record determines that academic dishonesty occurred:

- The student will be issued a Behavioral Improvement Plan.

- The student may be subject to discipline in accordance with applicable due process provisions and the relevant charter petition, which is available upon request.
- An additional meeting with the Teacher of Record, parent/guardian, and school Administration will be scheduled to explain the severity of the issue, provide additional support, and review the consequences of being removed from the course or curricular platform.

In addition to the Behavioral Improvement Plan, the following disciplinary steps will occur:

Students in Grades TK–6

These offenses will be addressed on a case-by-case basis.

Students in Grades 7–8

MTSS supports will be required and individualized based on the student's curriculum and needs.

Students in High School

Students will be removed from the course and will receive an F in the course. If a student earns an F in a course that is required for graduation, the student will be required to repeat the course for credit.

9. Behavioral Improvement Plans and Additional Consequences

Excel Academy may issue a Behavioral Improvement Plan to a student who violates Excel Academy's behavioral standards.

A Behavioral Improvement Plan will be issued with consequences individually designed to help restore the student to good standing with the school.

Consequences may include, but are not limited to:

- A family meeting with the Teacher of Record and Administration.
- Writing a letter of apology.
- Rewriting the assignment in question.
- Removal from extracurricular opportunities.
- Removal from the National Honor Society.

- An in-school suspension.

Violation of the behavioral standards outlined in the Behavioral Improvement Plan may lead to suspension or expulsion from Excel Academy.

10. Grievance Procedure

The following procedure is established to ensure that student grievances are addressed fairly by the appropriate persons in a timely manner.

The Charter School prohibits discrimination against students and families on the basis of disability, race, creed, color, gender, national origin, or religion.

Guardians have the right to request timely human review of any AI-generated outputs that inform decisions about their child following the process outlined below. If a student is accused of plagiarism, cheating, or another form of academic dishonesty and the parent/guardian or student disagrees:

1. The student and parent/guardian will address the school administrator in writing with the reason for the grievance, including why they believe the accusation is not accurate or appropriate.
2. The school administrator will investigate and respond with a written determination within ten working days.
3. The decision of the Principal or designee will be final.

STUDENT SERVICES **5050-EA**

ACADEMIC INTEGRITY & RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE POLICY

1. Purpose and Board Commitment

Excel Academy Charter School and its programs ("EACS" or the "Charter School") adopt this Academic Integrity Policy to apply to all students and staff at EACS.

EACS considers academic integrity a core value. Students are expected to submit work that accurately represents their own knowledge, effort, and original contribution, except where collaboration or outside assistance has been authorized. Students must neither give nor receive any unauthorized aid on any test, paper, or assignment. Use of another person's work or ideas must be accompanied by specific citations and references. The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors and to provide our students with the tools to write with integrity.

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If, after reviewing the available evidence, the Teacher of Record determines that academic dishonesty occurred:

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2. The school administrator will investigate and respond with a written determination within ten working days.
3. The decision of the Principal or designee will be final.

INSTRUCTION EA- 6210

GRADUATION POLICY

Excel Academy Charter Schools ("EACS" or the "Charter School") adopt this Graduation Policy to apply to all high school students at EACS.

% 2030 Course Requirements

The Charter School students are expected to meet the requirements set forth in the Charter. The current Charter requires a minimum of 220 credits as follows:

1. English: 4 years/40 credits
2. Math: 2 years/20 credits including Algebra 1 and higher
3. Science: 2 years/20 credits (10 credits life science with lab and 10 credits physical science with lab)
4. History: 3 years/30 credits (10 credits world history, 10 credits U.S. history, 5 credits government and 5 credits economics)
5. VAPA: 1 year/10 credits (Visual and Performing Arts)
6. LOTE/CTE/College: 2 years/20 credits (20 credits Language other than English* or 20 credits Career and Technical Education* or 20 credits community college courses*)
7. Physical Education: 2 years/20 credits
8. Electives: 60 credits

Previous cohorts graduation requirements: College and Career Graduation Requirements

To determine whether students transferring into Charter School have met course requirements, Charter School's Superintendent will establish procedures to evaluate the comparability of course and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, student work samples or portfolio, and the value of credits earned in alignment with the transcripts from Non-Accredited and Homeschools Policy. Charter School shall accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic nonsectarian school or agency.

*2-year course progression of same language or or equivalent

College and Career Readiness Requirements

1. Students met the minimum of 220 credits.
2. Students met the requirements to be deemed "Prepared" by the College/Career Indicators in one of the following manners:

a. Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
b. Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the options below:
    i. Smarter Balanced Summative Assessment Scores: Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or Level 3 or higher on mathematics and at least a Level 2 in ELA
    ii. One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
    iii. Score of 3 on one AP exam
c. Completion of College Credit Courses: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
d. State Seal of Biliteracy (SSB): Awarded the SSB and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
e. University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the options below:
    i. Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 2 in ELA
    ii. One semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
    iii. Complete one AP course with a grade of C- or better or receive a score of 3 or higher on one AP exam
    iv. Completion of CTE Pathway
f. Advanced Placement (AP) Exams:
    – Complete two AP courses with a grade of C− or better;
    – Receive a score of 3 or higher on two AP exams; or
    – Complete one AP course with a grade of C− or better and receive a score of 3 or higher
    on an AP exam. The qualifying AP course and qualifying AP exam topics cannot match.
g. meeting any other College or Career Indicator measure as defined by the CDE

Ed Code:

46300.1.

GRADUATION POLICY

Commencing July 1, 1993, no school district may receive school district apportionments pursuant to Section 42238 for independent study by pupils 21 years of age or older or by pupils 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday.

Early Graduation

Students who are eligible to graduate prior to the spring of their 4th year may graduate when the following requirements have been met:

1. Students met the minimum of 220 credits as stated above.
2. Meet one of the College and Career Readiness Requirements as indicated above under the College and Career Readiness requirements.

Reduced Requirements for Foster and Highly Mobile Students

The Charter School recognizes that certain students are at risk of not completing high school due to interruptions in education and high mobility. Charter School shall provide eligible highly mobile youth with the option to complete reduced course requirements to earn a high school diploma.

Highly mobile youth includes a student in foster care, a student who is a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, a student who is a migratory child, or a student participating in a newcomer program.

A highly mobile youth who transfers into Charter School any time after the youth completed their second year of high school or is participating in a newcomer program and is unable to complete Charter School's course requirements as defined above by the end of the Student's fourth year of high school, will have the option to be exempted from all requirements that exceed California's minimum high school graduation requirements.

If a student is found eligible for an exemption to Charter School's graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth year of high school to complete Charter School's course requirements. Charter School will not require a student to graduate before the completion of their fourth year.

GRADUATION POLICY

For additional information regarding graduation requirements for highly mobile youth, the Charter School's complete policy Education of Foster and Mobile Youth Policy is available upon request at the main office.

Differential Graduation and Competency for Students with Disabilities

The Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education ("FAPE") and that modifications to Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program ("IEP") team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and districtwide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student's ability to complete the Charter School's prescribed course of study to earn a high school diploma.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co curricular activities.

Certificate of Completion

The Charter School has adopted a Special Education Certificate of Completion Policy to apply to students with Individualized Education Plans ("IEP") who have significant cognitive disabilities. The Superintendent or designee shall ensure a student with disabilities who meets any of the criteria outlined in the Special Education Certificate of Completion Policy shall be eligible to receive the Certificate of Completion and participate in any graduation ceremony and any Charter School activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

Alternative Diploma

The Charter School will adopt a Special Education Alternative Diploma Policy to apply to students with Individualized Education Plans ("IEP") who meet eligibility criteria as defined by California Education Code sections 51225.31 and 51225.32. The Superintendent or designee shall ensure a student with disabilities who meets any of the criteria outlined in the Special Education Alternative Diploma Policy shall be eligible to receive the Alternative Diploma and participate in any graduation ceremony and any Charter School activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

The California Proficiency Program

GRADUATION POLICY

The California Proficiency Program ("CPP") is a test for students who need to verify their high school level skills. In some cases, students take the test and leave high school early to work or attend college. Those who pass the test receive a California Certificate of Proficiency, which is equal by law to a California high school diploma, from the State Board of Education. However, the Certificate of Proficiency is not equivalent to completing all course work required for graduation from high school. If a student is planning to continue their studies in a college or university, they should contact the admissions office of the institution they plan to attend so that the student may understand that institution's admission requirements including whether or not the Certificate of Proficiency will be sufficient for admission.

Students must be currently enrolled in a school and either sixteen years of age or older; or who have completed one year of enrollment in grade ten; or who will have completed one year of enrollment in grade ten at the end of the semester during which the exam is administered may take the test. People who are not eligible for the California Proficiency Program may be eligible for the California High School Equivalency Program. This would apply to Excel students who are within 60 days of their 18th birthday or older regardless of high school enrollment status, or are within 60 days of when you would have graduated and are no longer enrolled in school, or are 17 and have been out of school for 60 or more consecutive days and can provide a letter of request from a prospective employer, the military, or a post-secondary institution. Students may only take each subtest a maximum of 3 times in a calendar year Students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring. The CPP tests are offered in English and Spanish.. The test covers three subjects: language, reading, and mathematics. There is a fee to take the test, though the fee will be waived for homeless and foster youth who submit required paperwork, and for examinees who have not attained 25 years of age as of the date of the scheduled examination

The Charter School will distribute an announcement to each student in grades eleven and twelve explaining this examination option. This announcement will be distributed in time sufficient to enable interested students to meet all examination registration requirements for the fall test of that year.

Honorary Diploma

Charter School may confer an honorary high school diploma upon a student who is terminally ill. The honorary high school diploma will be clearly distinguishable from the regular diploma of graduation awarded by the Charter School.

Withholding a Diploma

GRADUATION POLICY

In accordance with Education Code section 48904, if the student willfully cut, defaced, or otherwise injured the school property or willfully not returned upon demand of an employee any property loaned to the student and after affording the student their due process rights, a student's diploma may be withheld until such time as the student or the student's parent/guardian has paid for the damages. Charter School shall notify the parent/guardian/ERH of the student in writing of the pupil's alleged misconduct before withholding the student's diploma. If the student or the student's parent/guardian are unable to pay for the damages or return the property, the Charter School shall provide a program of voluntary work for the student in lieu of the payment of monetary damages.

Graduation Ceremony

The Charter School's graduation ceremony and related activities (e.g. grad night) are extracurricular educational activities, such that participation in these activities is not an absolute right.

To participate in the graduation ceremony, students must demonstrate one of the following:

1. Completion of the minimum of 220 credits as described above.
2. Completion of sufficient credits to satisfy the minimum required credits by the end of summer session.
3. Eligibility for a Certificate of Completion, consistent with this Policy.

Students who meet the above requirements may still not be eligible to participate in the graduation ceremony and related activities if the Student does not demonstrate a record of conduct and citizen consistent with Charter School's Civility Policy. The Superintendent or designee will determine a student's ability to participate in graduation ceremonies and/or activities. Prior to denial of the privilege(s), the student, and where practicable, their parent or guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond to the proposed denial. If privilege(s) are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby the individual may appeal this decision. If a student has an IEP plan or 504 plan, any decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

Any student participating in a graduation ceremony or activity shall comply with theCharter School policies pertaining to student conduct.

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony. A student and/or parent/guardian will have the option of purchasing a cap and gown as a keepsake. Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment at the graduation

ceremony. A pupil may forgo wearing a graduation cap if the cap is incompatible with the adornment and may do so without prior approval. Excel Academy retains discretion and authority to prohibit such an item only if the accessory, object, or adornment is likely to cause a substantial disruption of, or interference with the graduation ceremony and would therefore not be permitted. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony.

INSTRUCTION EA- 6210

GRADUATION POLICY

Excel Academy Charter Schools ("EACS" or the "Charter School") adopt this Graduation Policy to apply to all high school students at EACS.

% 2030 Course Requirements

The Charter School students are expected to meet the requirements set forth in the Charter. The current Charter requires a minimum of 220 credits as follows:

1. English: 4 years/40 credits
2. Math: 2 years/20 credits including Algebra 1 and higher
3. Science: 2 years/20 credits (10 credits life science with lab and 10 credits physical science with lab)
4. History: 3 years/30 credits (10 credits world history, 10 credits U.S. history, 5 credits government and 5 credits economics)
5. VAPA~~/LOTE/CTE:~~ 1 year/10 credits ~~(10 credits Language other than English or 10 credits~~ Visual and Performing Arts ~~or 10 credits Career and Technical Education)~~
6. LOTE/CTE/College: 2 years/20 credits (20 credits Language other than English* or 20 credits Career and Technical Education* or 20 credits community college courses*)
7. Physical Education: 2 years/20 credits
8. ~~Ethnic Studies: ½ year/5 credits~~
9. Electives: 60~~75~~ credits

Previous cohorts graduation requirements College and Career Graduation Requirements

To determine whether students transferring into Charter School have met course requirements, Charter School's Superintendent will establish procedures to evaluate the comparability of course and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, student work samples or portfolio, and the value of credits earned in alignment with the transcripts from Non-Accredited and Homeschools Policy. Charter School shall accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic nonsectarian school or agency.

*2-year course progression of same language or equivalent. ~~pathway required or 2 semester college course progress or one year of language year one and one semester of the subsequent college course~~

INSTRUCTION EA- 6210

GRADUATION POLICY

College and Career Readiness Requirements

1. Students met the minimum of 220 credits.
2. Students met the requirements to be deemed "Prepared" by the College/Career Indicators in one of the following manners:
    a. Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
    b. Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the options below:
        i. Smarter Balanced Summative Assessment Scores: Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or Level 3 or higher on mathematics and at least a Level 2 in ELA
        ii. One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
        iii. Score of 3 on one AP exam
    c. Completion of College Credit Courses: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
    d. State Seal of Biliteracy (SSB): Awarded the SSB and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
    e. University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the options below:
        i. Smarter Balanced Summative Assessments: Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 2 in ELA
        ii. One semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
        iii. Complete one AP course with a grade of C- or better or receive a score of 3 or higher on one AP exam
        iv. Completion of CTE Pathway
    f. Advanced Placement (AP) Exams:
    – Complete two AP courses with a grade of C− or better;
    – Receive a score of 3 or higher on two AP exams; or
    – Complete one AP course with a grade of C− or better and receive a score of 3 or higher
    on an AP exam. The qualifying AP course and qualifying AP exam topics cannot match.
    g. meeting any other College or Career Indicator measure as defined by the CDE

GRADUATION POLICY

Ed Code:

46300.1.
Commencing July 1, 1993, no school district may receive school district apportionments pursuant to Section 42238 for independent study by pupils 21 years of age or older or by pupils 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday.

Early Graduation

Students who are eligible to graduate prior to the spring of their 4th year may graduate when the following requirements have been met:

1. Students met the minimum of 220 credits as stated above.
2. Meet one of the College and Career Readiness Requirements as indicated above under the College and Career Readiness requirements.

Reduced Requirements for Foster and Highly Mobile Students

The Charter School recognizes that certain students are at risk of not completing high school due to interruptions in education and high mobility. Charter School shall provide eligible highly mobile youth with the option to complete reduced course requirements to earn a high school diploma.

Highly mobile youth includes a student in foster care, a student who is a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, a student who is a migratory child, or a student participating in a newcomer program.

A highly mobile youth who transfers into Charter School any time after the youth completed their second year of high school or is participating in a newcomer program and is unable to complete Charter School's course requirements as defined above by the end of the Student's fourth year of high school, will have the option to be exempted from all requirements that exceed California's minimum high school graduation requirements.

If a student is found eligible for an exemption to Charter School's graduation requirements, Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth

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year of high school to complete Charter School's course requirements. Charter School will not require a student to graduate before the completion of their fourth year.

For additional information regarding graduation requirements for highly mobile youth, the Charter School's complete policy Education of Foster and Mobile Youth Policy is available upon request at the main office.

Differential Graduation and Competency for Students with Disabilities

The Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education ("FAPE") and that modifications to Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program ("IEP") team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and districtwide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student's ability to complete the Charter School's prescribed course of study to earn a high school diploma.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co curricular activities.

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Coversheet

Approval of Harbottle Law Group Retainer Agreement

Section:	XI. Business Services
Item:	A. Approval of Harbottle Law Group Retainer Agreement
Purpose:	Vote
Submitted by:	
Related Material:	Excel Academy Charter School- 2026-27 Retainer Agreement.pdf Attachment 1 - Transition to HLG.pdf Authorization_Form.pdf

RETAINER AGREEMENT BETWEEN HARBOTTLE LAW GROUP AND EXCEL ACADEMY CHARTER SCHOOL FISCAL YEAR, JULY 1, 2026 - JUNE 30, 2027

This attorney retainer agreement is entered into by and between Harbottle Law Group ("HLG") on one hand, and Excel Academy Charter School ("Client") on the other for the period between August 3, 2026 and extending through June 30, 2027.

1. Scope of Work and Duties. Client hires HLG to advise Client and perform legal services for Client and such other and further matters as Client and HLG from time to time agree upon. HLG will perform these services, will keep Client informed of progress, and will respond to Client's inquiries.

2. Client's Duties. Client agrees to provide HLG such information, assistance and cooperation as is necessary for HLG to effectively perform its services under this Agreement. Client shall timely pay HLG's bills for fees and costs.

Client shall keep HLG advised of Client's address, telephone numbers, and other pertinent contact information during the pendency of this Agreement.

3. Legal Fees, Billing Practices, and Personnel. HLG's fees will be charged on an hourly basis for all time actually expended and are generally billed monthly. The payment of such bills will be due within 30 days from the date of the invoice. HLG will utilize those attorneys and staff it determines to be best suited to the task, consistent with the competent and efficient rendering of legal services. The services to be performed by HLG hereunder shall be provided at a rate not to exceed Three-Hundred Eighty Five Dollars ($385.00) per hour for Senior Counsel/Senior Of Counsel, Three-Hundred Seventy Dollars ($370.00) per hour for Partners/Of Counsel, Three-Hundred Fifty Five Dollars ($355.00) per hour for Senior Associates, Three-Hundred Thirty Five Dollars ($335.00) per hour for Associates, Two-Hundred Twenty Dollars ($225.00) per hour for Senior Paralegals, Two-Hundred Twenty Dollars ($220.00) per hour for Law Clerks, Paralegals, and Education Consultants.

4. Costs and Other Charges. HLG will incur various costs and expenses in performing legal services under this Agreement. Client agrees to pay for those costs and expenses in addition to the hourly fees. Costs and expenses commonly include fees fixed by law or assessed by public agencies, expert witness fees and expenses, deposition transcripts, long distance telephone calls, messenger and other delivery fees, postage, parking and other local travel expenses, photocopying and other reproduction costs, clerical staff overtime, and computer assisted research fees.

5. Statements. HLG shall send Client one or more statements for fees and costs incurred on a periodic basis, generally monthly. These statements shall indicate the basis of the fees, including the amount of time spent and a description of the work performed. Payment of the statements is due thirty days after the statements are rendered.

6. Concurrent Representation of Other Entities and Individuals. HLG is currently acting as legal counsel to a number of school districts, other public agencies in several counties,

as well as private clients. HLG's representation of such public and private entities in such other matters is unrelated to its representation of Client. HLG therefore reserves the right to continue to represent such parties in these unrelated matters, and any other parties in the future which may be adverse to Client, but which are unrelated to our representation of Client. Your signature below will confirm this understanding and your waiver on behalf of Client of any such potential conflicts. If, in the future, Client wishes to retain HLG to represent its interests in matters that may relate to a matter or matters in which HLG is also representing other parties, HLG will present Client with a separate document for its consideration, and possible informed written consent, to such concurrent representation.

7. Disclaimer of Guarantee. HLG has made no representations, promises or guarantees to Client regarding the outcome of Client's matter(s). Furthermore HLG cannot make any guarantee as to the amount which Client will incur for attorneys' fees and costs in this matter, as those figures will wholly depend on the time and effort required to be devoted to the matter.

8. Discharge and Withdrawal. Client may discharge HLG at any time. HLG may withdraw from Client's representation at any time to the extent permitted by law and the Rules of Professional Conduct, upon reasonable notice to the Client. In the event of such discharge or withdrawal, Client shall pay HLG's fees and costs legally owed in accordance with this Agreement for all work done (and costs incurred) through the termination of HLG's representation of Client.

9. No Waivers. A waiver by either party of a breach of any of the conditions, terms, or time requirements under this Agreement shall not be construed as a waiver of any succeeding breach of the same or other conditions, terms or time requirements.

10. Errors and Omissions Insurance. HLG maintains errors and omissions insurance coverage applicable to the services mentioned in this Agreement.

11. Integration. This Agreement constitutes the entire Agreement between HLG and Client with respect to this matter.

12. Arbitration of Disputes. If any dispute arises between Client and HLG regarding services or billings or any other matter relating to the provisions or duties under this Agreement, such dispute shall be submitted to binding arbitration. Fee disputes shall be arbitrated according to the guidelines and standards adopted by the State Bar of California, if any, then in effect. Any other dispute shall be arbitrated according to the arbitration rules of the Orange County Bar Association, if any, then in effect; and if there are no such rules in effect then in accordance with the rules of the American Arbitration Association.

The decision of the arbitrator(s) shall be final and binding. The arbitrator(s) shall have the discretion to order the losing party to reimburse the prevailing party for all costs and fees incurred in connection with the arbitration, including attorneys' fees and the arbitrators' fees.

13. Fees and Costs to Enforce Agreement. In the event attorneys' fees and related costs are incurred to enforce this agreement or to resolve a dispute under this agreement, the prevailing party shall be entitled to recover, in addition to damages allowed by law, reasonable attorneys' fees and costs.

14. Right to Consult Independent Counsel. HLG advises that Client has the right to consult independent counsel in connection with its decision to enter into this Agreement and recommends that it do so.

Dated: July 30, 2026

Harbottle Law Group

By: _____
S. Daniel Harbottle, Director

I have read and understood the foregoing terms and agree to them.

Dated: _____, 2026

By: _____
Heidi Gasca, Superintendent/CEO
Excel Academy Charter School

Transition from Hatch & Cesario to HLG

The word “seamless” is often used in transitions like this, but I know that any meaningful transition requires careful, thoughtful work. Rather than simply promising an easy transition, I want to address potential challenges directly. My personal involvement and supervision will help ensure that any transition issues are addressed promptly and thoughtfully. I will work alongside you and the HLG attorneys to facilitate each step of this transition.

Introduction to HLG

Founded in 2009, HLG is currently an eleven-attorney law firm with offices in Irvine and San Jose, although most work is conducted virtually for clients throughout California. HLG represents only public schools, including many charter schools. HLG is devoted to supporting inclusive public education, and many of its attorneys have backgrounds in educational practice.

HLG maintains close working relationships with its clients as team members and emphasizes prompt responsiveness, collaboration, and a commitment to offering clear and concise legal advice. Early resolution is the objective in most special education matters, and HLG attorneys provide strategic guidance when negotiating with families. When necessary, clients can rely on HLG’s substantial litigation experience, having handled well over 100 due process hearings at the OAH level and dozens of appeals through the federal courts. As noted below, beyond special education guidance, HLG also has a state-court-focused litigation practice and offers extensive general counsel support to public schools, including charters.

Expanded Services

Through HLG, you will have access to expanded expertise across a broad range of practice areas. Beyond HLG’s primary practice in special education, the firm’s deep bench of attorneys regularly advises public school clients on Section 504, student discipline, UCP investigations, CDE complaints, Title IX compliance, and California Public Records Act requests. HLG also provides general counsel services, charter school-specific guidance, and extensive risk management support.

Continuity with Familiar Hatch & Cesario Team Members

A core priority in this transition was preserving the relationships you have built with our team. You will continue to work with familiar members of our San Diego office team, including **Jim Sanft, Heather Bynoe, Lori Lee, and Tania Wilby**. For matters handled by Jim Sanft, the attorney assignment will remain the same. By joining HLG, we are adding meaningful operational support and depth, enabling us to be even more responsive while ensuring a sustainable workload for the team you trust.

Debbie's Continuing Role

During this transition, I will be available to support a warm handoff of Hatch & Cesario clients to HLG. For the remainder of 2026, I plan to serve in an "Of Counsel" role with HLG. In that role, I will not take on any new legal matters for direct representation, but I will work with HLG as needed to facilitate the transfer of existing matters, introduce you to your new point people at HLG, and provide HLG with any institutional background they may require to meet your needs.

Rates, Staffing, and Efficiency

I also want to address any financial questions you may have. HLG has committed to honoring our 2025–2026 rates to support price stability. I understand that clients may have concerns about billing efficiency during a transition. HLG follows the staffing model you are accustomed to, pairing a lead attorney with an associate, when appropriate, to promote efficiency and avoid unnecessary costs.

Looking Ahead with HLG

Thank you for the trust you have placed in Hatch & Cesario over the years. I am entrusting HLG with this next chapter because I am confident the firm will provide the same level of responsive, proactive, and client-centered support you have come to expect. As we move forward with HLG, my priority is to help ensure that you continue to receive the thoughtful, practical legal support you deserve.

Authorization and Direction for Transfer or Release of Client File(s) from the San Diego Office of Hatch & Cesario

1. Client & Matter Information

Excel Academy Charter School

Client Name

Matter/Student Name(s):

☐ All open matters
☒ All open and closed matters
☐ Just the matters listed below

_____
_____
_____
_____

2. Authorization & Direction

I request and authorize Hatch & Cesario to transfer or release a complete copy of my client file(s) for the matter(s) identified above to the recipient designated below:
Please select one option below.

☒ Transfer to Harbottle Law Group, to the attention of: Jennifer Fant, Shareholder, at jfant@harbottlelaw.com.

☐ Transfer to another attorney or law firm

_____ **Attorney's Name**

Attorney's Email Address

Law Firm Name

☐ Release directly to me/the client via secure electronic transfer
☐ Please contact me before transferring or releasing any file.

Client's Email Address

3. Acknowledgment

I understand that Hatch & Cesario may retain a copy of my file for its records in accordance with its file retention policy.

The firm will coordinate the secure transfer method upon receiving this authorization.

Excel Academy Charter School

Client Name

Heidi Gasca, Superintendent/CEO

Authorized Representative Name and Title

Signed by:
[illegible]
3110C68C22BD4F9...

Client/Authorized Representative Signature

7/30/2026 | 1:02 PM PDT

Date

Please return this completed and signed form within 90 days of the date of the letter to Deborah R.G. Cesario at debbie@hatchcesariolaw-sd.com.

Coversheet

Approval of Excel Academy Charter School - Irvine Appeal Petition

Section: XII. Charter Affairs
Item: A. Approval of Excel Academy Charter School - Irvine Appeal Petition
Purpose: Vote
Submitted by:
Related Material:
1. EACS Petition - IUSD.pdf
1a. EACS Exhibits for IUSD.pdf
1b. EACS Certification of Complete Charter Petition (4922-6223-0404.v2).pdf
2. IUSD Board Signed Denial.pdf
2b. Res. No. 25-26-45 Denying the Charter School Petition for Excel Academy Charter School - Irvine.pdf
3. Response to District Findings for Denial (4917-0996-3179.v2).docx (1).pdf
4. Description of Changes Letter (4916-2020-5231.v1).pdf
5. Certification of Compliance with Laws (4929-5700-9071.v1.pdf
6. Petitioners Signatures.pdf
Certification.pdf

BACKGROUND:

Following the Irvine Unified School District's denial of the Excel Academy Charter-Irvine petition on May 19, 2026, Excel Academy appealed to the Orange County Board of Education.

The Orange County Department of Education (OCDE) reviewed the petition and, having identified no statutory basis for denial under Education Code section 47605(c), recommended that the Board approve the charter for a five-year term (July 1, 2026 – June 30, 2031) under the Orange County Department of Education.

Excel Academy Charter School - Irvine

Charter School Petition

For the Term of:

July 1, 2026 – June 30, 2031

Presented to:

Irvine Unified School District

DATE: February 2026

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Heidi Gasca, hereby certify that the information submitted in this petition for a California public charter school to be named Excel Academy Charter School - Irvine ("EACS-Irvine," "Excel Academy-Irvine," or the "Charter School"), operated by Excel Academy Charter Schools ("Excel Academy" or the "Organization"), a tax-exempt 501(c)(3) nonprofit public benefit corporation, and to be authorized by the Irvine Unified School District ("IUSD" or the "District") is true to the best of our knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- EACS-Irvine shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Excel Academy declares that it shall be deemed the exclusive public school employer of the employees of EACS-Irvine for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- EACS-Irvine shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- EACS-Irvine shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- EACS-Irvine shall admit all students who wish to attend the Charter School, unless EACS-Irvine receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)].

- EACS-Irvine shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- EACS-Irvine shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA") of 1990, and the Individuals with Disabilities Education

Improvement Act of 2004 ("IDEA").

- EACS-Irvine shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. California Code of Regulations, Title 5, Section 11967.5.1(f)(5)(c)]

- EACS-Irvine shall ensure that teachers at EACS-Irvine hold the Commission on Teacher Credentialing ("CTC") certificate, permit or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a Board of a school district. [Ref. Education Code Section 47605(l)(1)]

- EACS-Irvine shall at all times maintain all necessary and appropriate insurance coverage.

- EACS-Irvine shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a student is expelled or leaves EACS-Irvine without graduating or completing the school year for any reason, EACS-Irvine shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School.[Ref. Education Code Section 47605(e)(3)]

- EACS-Irvine may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- EACS-Irvine shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- EACS-Irvine shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- EACS-Irvine shall on a regular basis consult with its parents and teachers regarding EACS-Irvine's education programs. [Ref. Education Code Section 47605(d)]

- EACS-Irvine shall comply with any applicable jurisdictional limitations to the locations of its facilities.

[Ref. Education Code Sections 47605 and 47605.1]

- EACS-Irvine shall comply with all laws establishing the minimum and maximum age for public school enrollment and will not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements. [Ref. Education Code Sections 47612(b) and 47610(c)]
- EACS-Irvine shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- EACS-Irvine shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- EACS-Irvine shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- EACS-Irvine shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq., ("Brown Act").
- EACS-Irvine shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- EACS-Irvine shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- EACS-Irvine will comply with all applicable independent study laws and regulations, including but not limited to, Education Code Sections 51744, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854.
- EACS-Irvine shall meet or exceed the legally required minimum number of school days. [Ref. California Code of Regulations, Title 5, Section 11960]

Signed by:
3110C68C22BD4F9...
Lead Petitioner

1/30/2026 | 4:03 PM PST
Signature Date

INTRODUCTION

Excel Academy Charter School – Irvine is proposed as a natural and mission-aligned expansion of Excel Academy Charter Schools, a California nonprofit public benefit corporation with a demonstrated history of academic success, fiscal stability, and responsible charter school governance. For more than a decade, Excel Academy has operated high-quality, tuition-free, nonclassroom-based public charter schools authorized by local educational agencies, currently including Excel Academy Charter School – Warner (charter number 2053) and Excel Academy Charter School – Helendale (charter number 2073) (collectively, the "Existing Schools"). Through these schools, Excel has refined a flexible, personalized independent study and virtual instructional model designed to meet the diverse academic, social-emotional, and developmental needs of students and families across Southern California.

The proposed EACS–Irvine charter builds upon this strong foundation. It is intended to serve students residing in Orange County who seek an alternative to the traditional classroom setting and who would benefit from a highly individualized, standards-aligned educational program supported by credentialed teachers, robust systems of student support and meaningful family partnership. The petition does not represent the creation of a new or untested educational program; rather, it extends a proven model—successfully implemented at the Existing Schools, both California Distinguished Schools—into a new authorizing district.

Existing Excel Academy Charter Schools

Excel Academy Charter School – Warner and Excel Academy Charter School – Helendale operate as TK–12, nonclassroom-based public charter schools authorized by the Warner Unified School District and the Helendale School District, respectively. Together, these schools serve students across multiple counties, including a significant and growing population of students who reside in Orange County. The Existing Schools deliver a personalized learning experience through two primary instructional pathways: the Personalized Pathway and the Virtual Pathway, both overseen by highly effective principals.

On the Personalized Pathway, students and families work closely with a credentialed Teacher of Record to design an individualized learning plan aligned to California state standards. Families select from a vetted menu of standards-aligned curricula and educational resources, and students engage in learning through a combination of independent study, project-based learning, enrichment activities, and community-based opportunities. On the Virtual Pathway, students participate in structured, live online instruction delivered by credentialed teachers, supplemented by independent practice and ongoing progress monitoring. Across both pathways, Excel Academy emphasizes flexibility, strong relationships, and frequent communication between teachers, students, and families. The unique blend of both synchronous instruction with live credentialed staff and asynchronous approaches to learning offers a virtual hybrid model at the fingertips of students yearning for accountability and distinguished academic support, coupled with flexibility to address the rapidly changing educational needs of the 21st century student.

Personalized Student Funding and Home Educator Development

Excel Academy offers customized student instructional funds monitored and approved by the credentialed teacher through a meticulous process to support personalization and choice on the students educational journey. Provided through LCFF funding, instructional funds are budgeted per student each semester. Excel Academy disperses these funds into budgeted amounts which are used to purchase pre-approved curriculum, classes, and educational materials for academics and extracurricular opportunities that support the student's education. While students are encouraged to be independent learners, Excel Academy provides extensive support and development of the home educator, thus not expecting young learners to be independently responsible for their growth and progress. Excel Academy's programs have demonstrated strong academic growth, high levels of engagement, and positive social-emotional outcomes.

Parents are offered support through a variety of avenues including Parent Academy Live Online, a virtual event at the beginning of the year, featuring sessions lead by credentialed school staff on topics such as curriculum selection, pacing, learning strategies to support students, how to create routines, spaces, and materials for home learning, preparing for learning period meetings, and more.

Additionally, parents are offered online webinars throughout the year, with targeted topics such as writing habits for students, technology addiction, test prep, social-emotional learning, FAFSA fundamentals, suicide prevention, and preparing students for high school. All virtual events and webinars are recorded and posted on Excel Academy's YouTube channel, so that families can access these resources on demand.

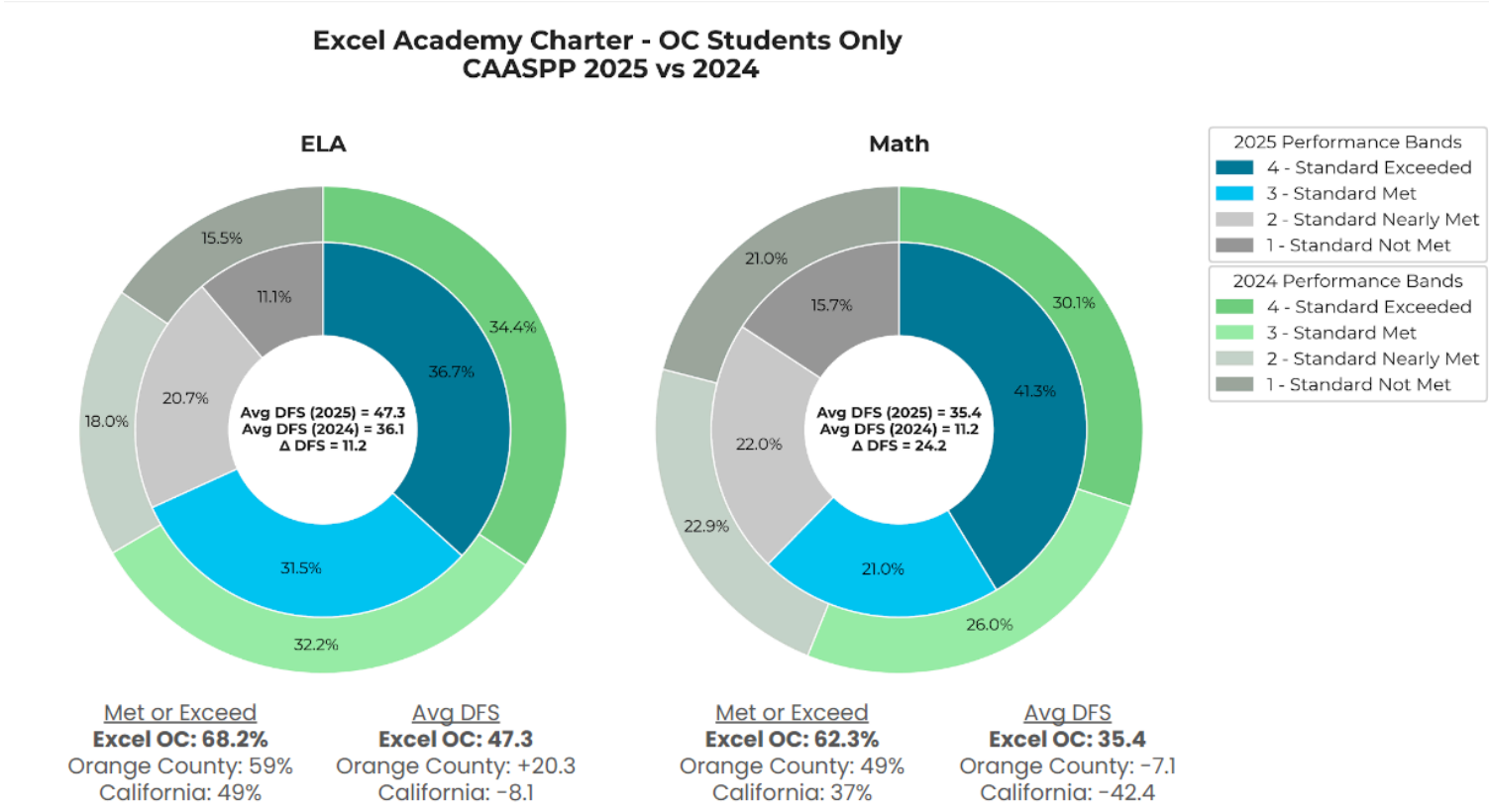
The Existing Schools also host bi-annual in-person events for home educators–called the Parent PowerUp ("PPU")--where parents can engage with school staff and attend sessions hosted by credentialed subject matter experts who present on topics ranging from strong foundations in reading, writing with confidence, motor skill development, and math instruction for K-6th grade to planning for college, study tools, and healthy tech habits. This event gives parents the opportunity to gain valuable insights on educating their students in Excel's personalized model.

Curriculum Communities are open to parents, in a focused, small-group setting where teachers of the Existing Schools facilitate discussion while diving deep into specific curricula offered at both Existing Schools. These groups allow home educators to hone in on instructional strategies, proper pacing and practices in order to build confidence as they teach their children at home.

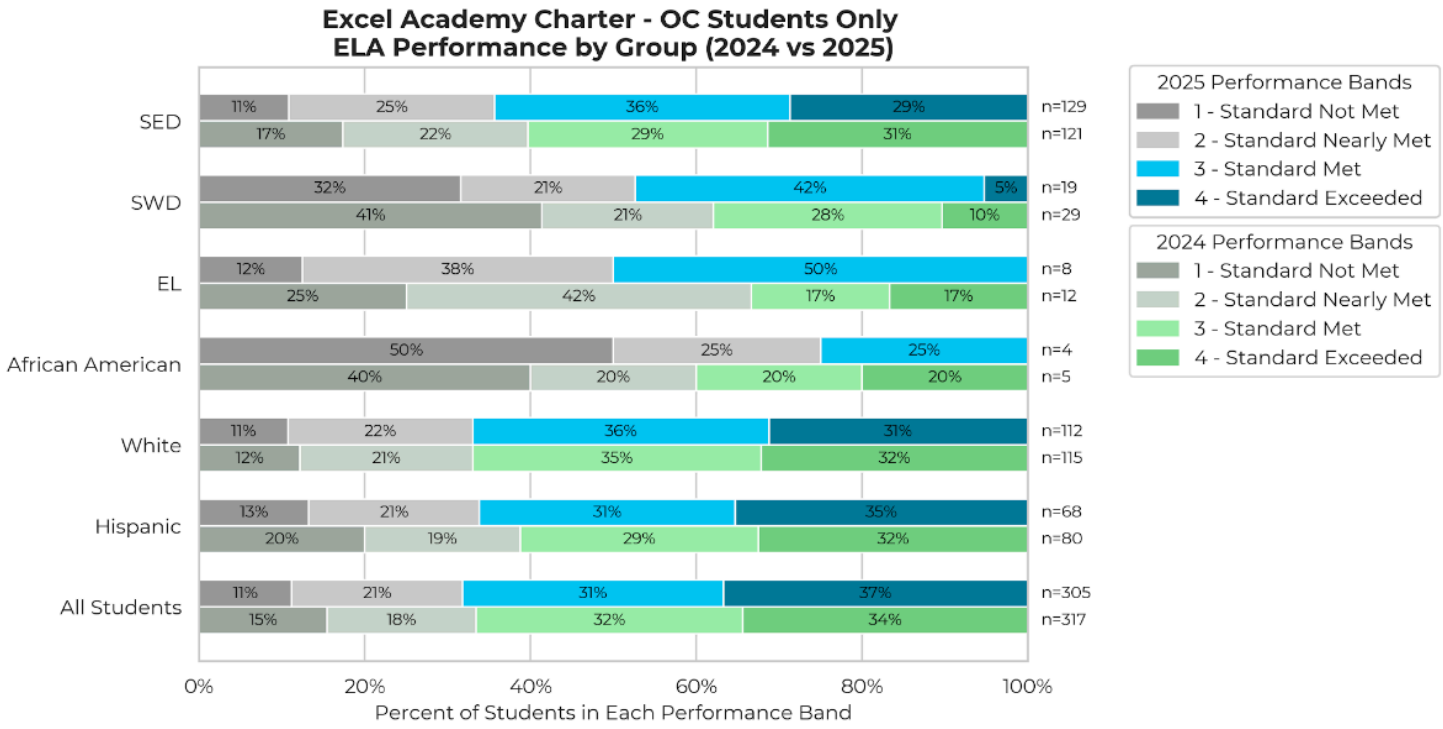
State Assessments - Smarter Balanced Summative Assessment in ELA and Math

The graph below compares California Assessment of Student Performance and Progress ("CAASPP") English Language Arts ("ELA") and math performance for Excel Academy-Warner's Orange County students from 2024 to 2025 and shows meaningful improvement in both subjects. In ELA, EACS-Warner saw an increase in the percentage of Orange County students meeting or exceeding standards, rising to 68.2% in 2025, along with an 11.2 point gain in Distance From Standard ("DFS"), moving from 36.1 to 47.3. These results place EACS-Warner above both the Orange County and California averages which demonstrate strong, consistent performance. EACS-Warner's Orange County students showed dramatic growth in math with the percentage

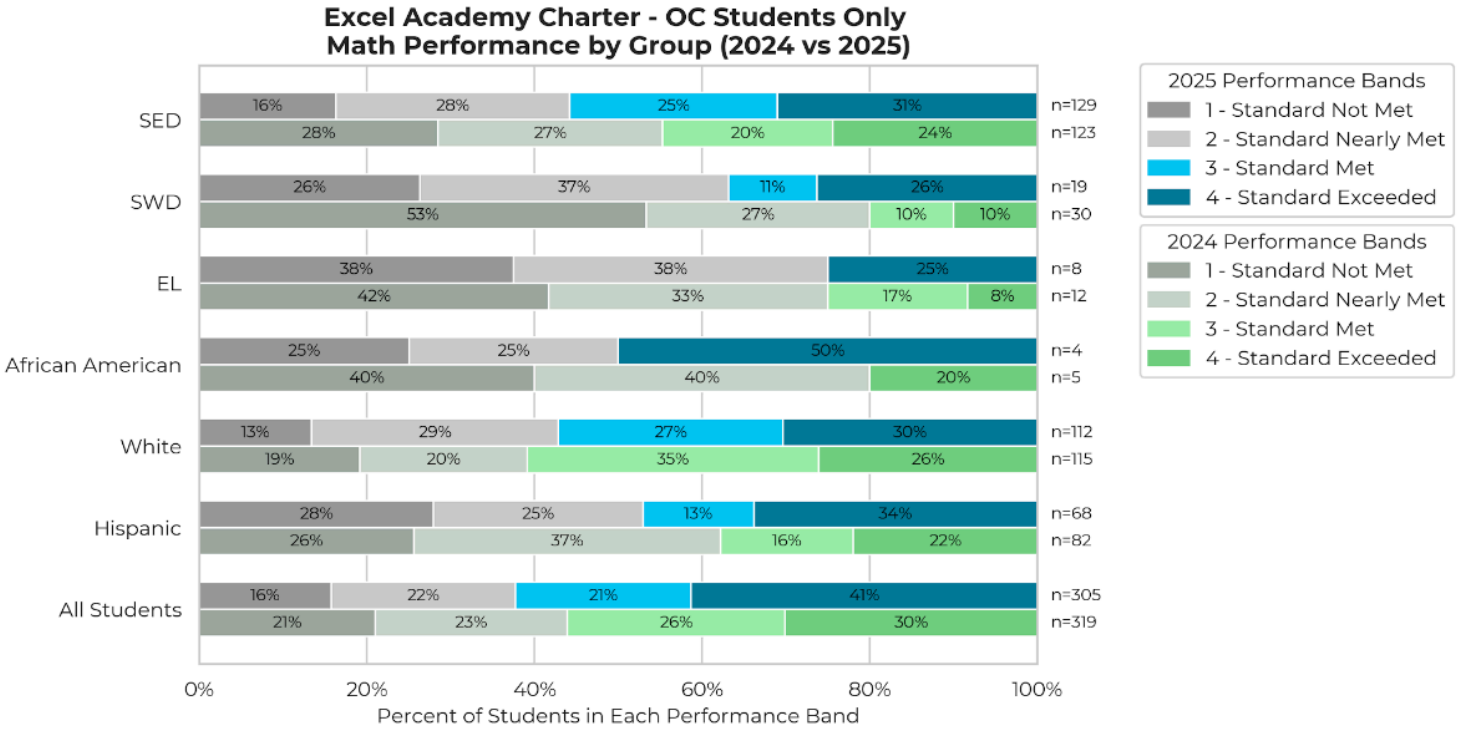
of students meeting or exceeding standards increasing from 56.1% in 2024, to 62.3% in 2025. The DFS increased substantially by 24.2 points, rising from 11.2 to 35.4. Like ELA, EACS-Warner's math performance significantly outpaced county and state averages, with notable gains in the *Exceeded* performance band. Overall, the data reflects a positive year-over-year trend, with EACS-Warner's Orange County students demonstrating strong academic achievement and substantial improvement. Based on the analyzed data, EACS-Irvine will continue to prioritize the monitoring of all students who fall into the nearly or not met levels by providing equity based interventions and instruction across all domains in ELA and math.



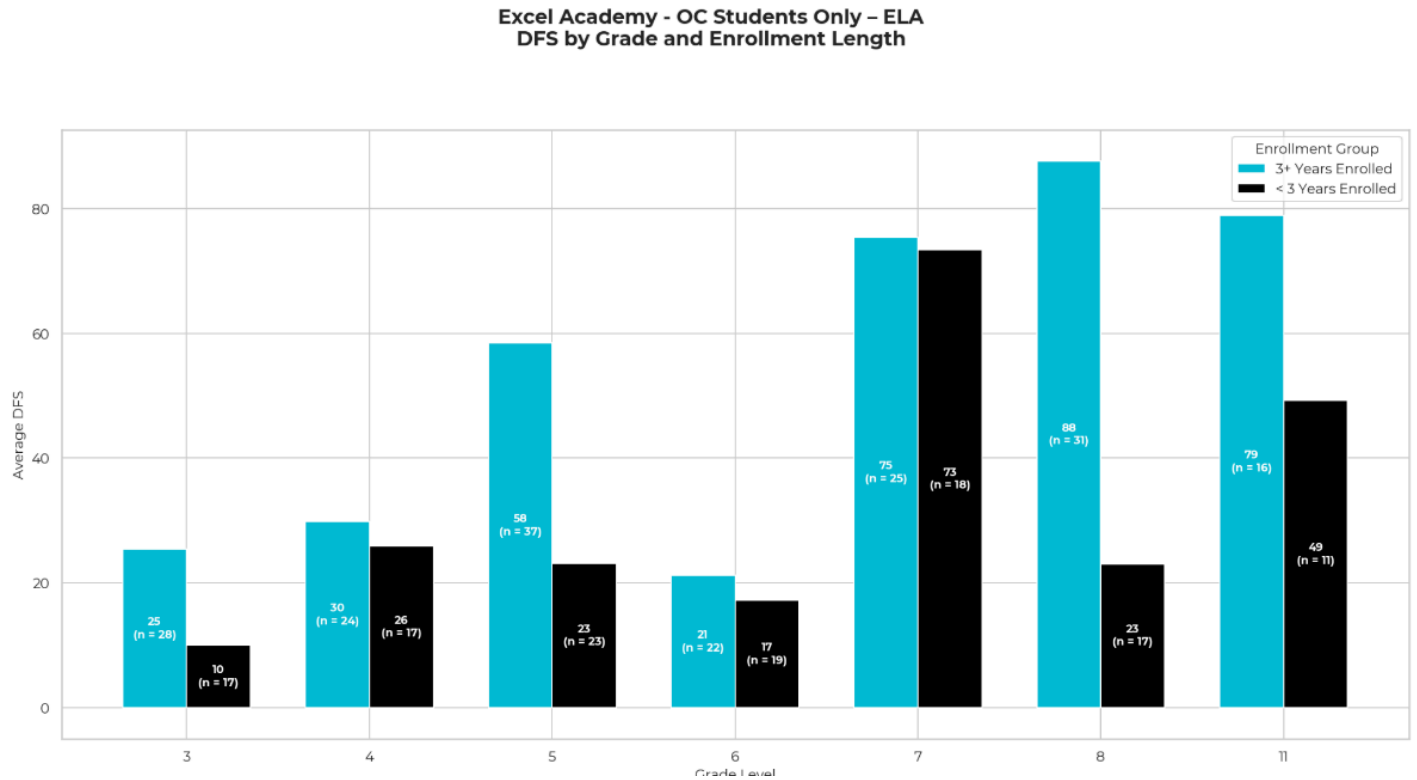
EACS-Warner's Orange County student groups improved in ELA performance from 2024 to 2025, with increases in the *Met* and *Exceeded* bands and decreases in lower performance levels (graph below). The SED, students with disabilities ("SWD"), ELs, and Hispanic groups show the strongest positive shifts, while African American results vary due to the small number of students. *All Students* data reflects clear schoolwide growth in ELA achievement by 2%.

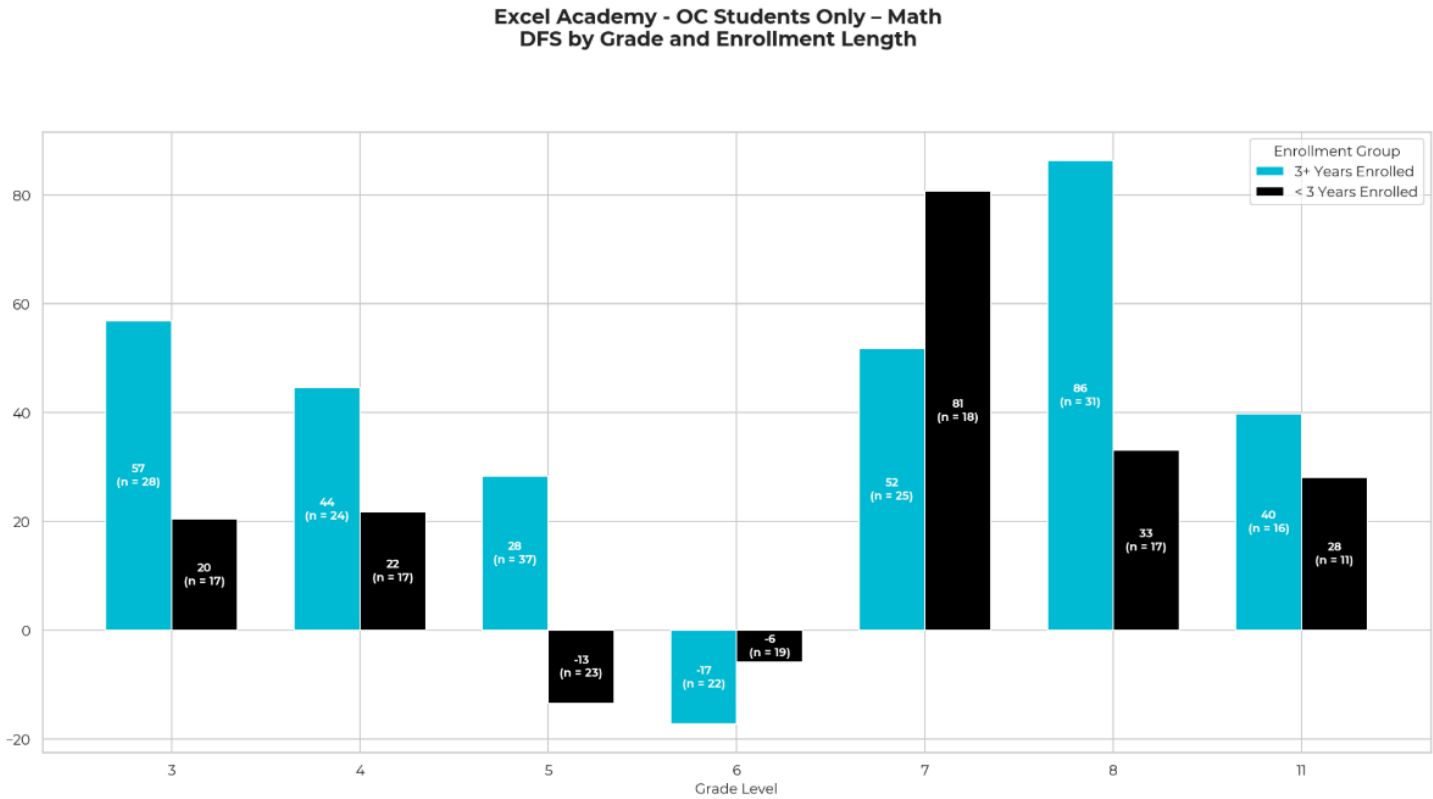


The graph below shows overall improvement in math performance at EACS-Warner from 2024 to 2025 across all EACS-Warner's Orange County student groups with the exception of White students, who declined by 4%. The overall percentage of students meeting or exceeding standards increased notably, especially among all students and socioeconomically disadvantaged groups. The *All Students* group increased by 6% from 2024.



The two charts below highlight the benefits of continuous enrollment for Orange County students who have attended EACS-Warner for three or more years. Students with sustained enrollment consistently outperform first-year students in ELA, showing steady growth and positive gains in DFS. In math, students exceed first-year performance across nearly all grades, with the exception of grades sixth and seventh. To ensure every student reaches their full potential, the Existing Schools provide equity based instruction, targeted interventions, dedicated resources, and personalized support to strengthen skills and close learning gaps across all domains. This approach fosters both academic growth and long-term student success.

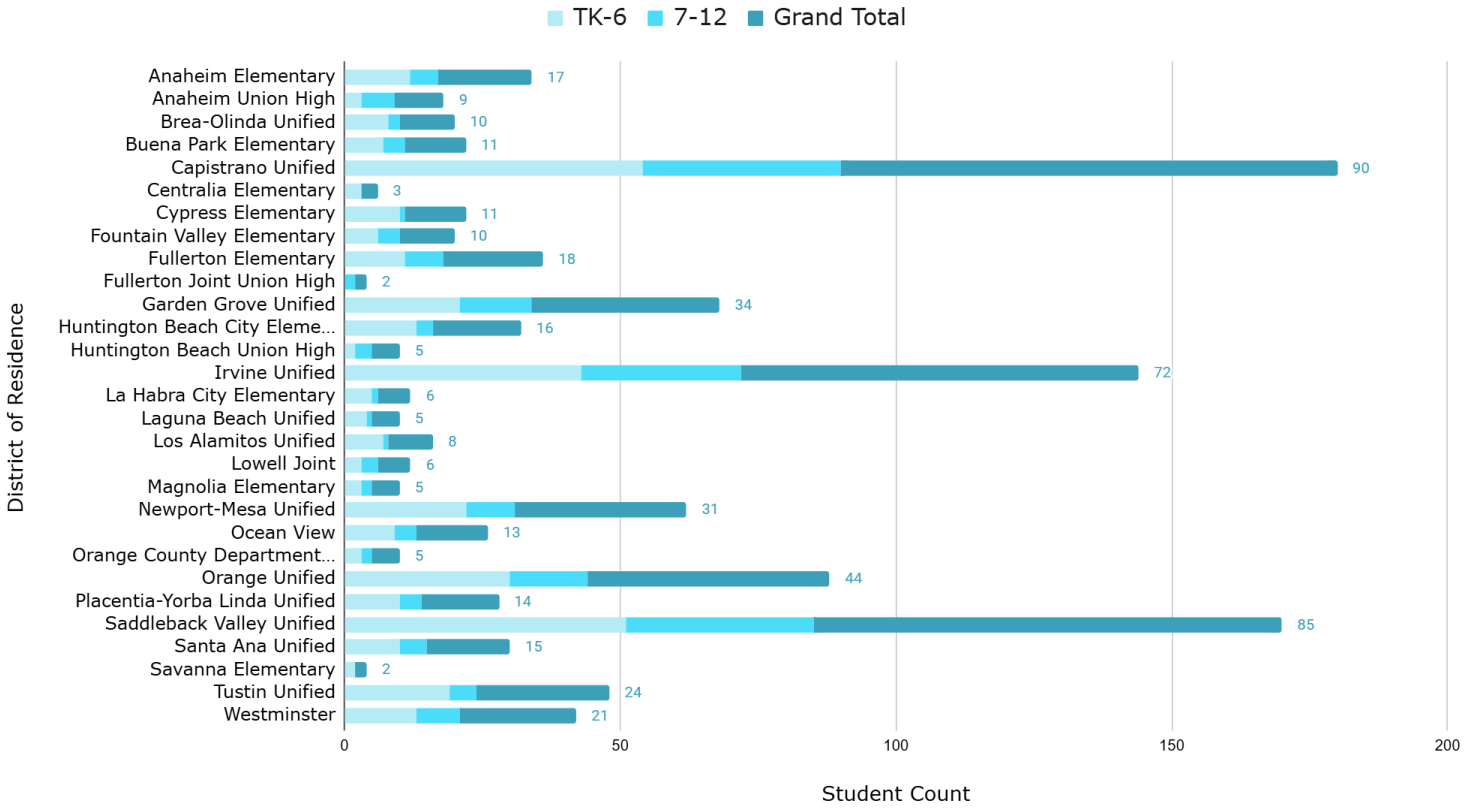

Excel Academy - OC Students Only – ELA
DFS by Grade and Enrollment Length
Enrollment Group
3+ Years Enrolled
< 3 Years Enrolled
Average DFS
Grade Level
25 (n = 28)
10 (n = 17)
30 (n = 24)
26 (n = 17)
58 (n = 37)
23 (n = 23)
21 (n = 22)
17 (n = 19)
75 (n = 25)
73 (n = 18)
88 (n = 31)
23 (n = 17)
79 (n = 16)
49 (n = 11)


Excel Academy - OC Students Only – Math
DFS by Grade and Enrollment Length
Enrollment Group
3+ Years Enrolled
< 3 Years Enrolled
Grade Level
57 (n = 28)
20 (n = 17)
44 (n = 24)
22 (n = 17)
28 (n = 37)
-13 (n = 23)
-17 (n = 22)
-6 (n = 19)
52 (n = 25)
81 (n = 18)
86 (n = 31)
33 (n = 17)
40 (n = 16)
28 (n = 11)

Students Served and Community Need in Orange County

Excel Academy Charter Schools offer a flexible, personalized learning model to serve the best interests of students looking for an alternative model of education within their community. Exceptional educational practices and offerings are available to meet the academic, social and emotional needs of prospective and enrolled students. The Organization supports students from all backgrounds including but not limited to; students with disabilities, English learners, gifted students, LGBTQ+ students, professional athletes, actors, artists, college and career bound and any student that wants the flexibility and personal attention to their individual path and goals.

EACS Orange County Students by District



A substantial number of students enrolled at Excel Academy Charter Schools currently reside in Orange County, with the above graph representing enrollment across Orange County public school districts. These students and families have actively sought out Excel Academy's personalized, nonclassroom-based model because it offers an educational environment that prioritizes flexibility and skills tailored for the 21st century student, individualized pacing, and whole-child development. For many, Excel Academy provides an effective alternative to traditional classroom settings that may not adequately address their academic needs, learning styles, or social-emotional well-being.

Our model is intentionally designed to serve students who have historically not thrived in the conventional classroom due to myriad barriers, including complex sensory, social-emotional, and socioeconomic challenges. As shown in the chart, EACS-Warner currently serves a large population of students who reside within the Irvine Unified District, and has served a combined total of 592 students during the 2024-25 school

year who reside within Orange County as a whole. We seek to admit any student who possesses the interest and aptitude for an independent study flex based personalized learning environment. This includes, but is not limited to:

- Students Needing Specialized Support: Those who benefit from one-on-one attention and flourish when working primarily at home with the direct support of a parent or guardian for day-to-day instruction.
- Students Requiring Flexibility: Those who need an alternative to daily, full-time campus attendance for various reasons, finding motivation difficult in a rigid schedule.
- High-Potential Students: Those who are high-performing, or potentially so, but find the traditional setting overly distracting or insufficiently stimulating to meet their intellectual needs.

The Organization's model is designed to serve all of these students effectively through diverse curriculum options and dedicated, individualized teacher support.

Orange County families served by Excel include students who require specialized academic support, students with health or mental-health-related needs that make daily campus attendance challenging, students pursuing advanced coursework or enrichment opportunities, and students seeking a safer, more supportive learning environment. Data from Excel's existing programs demonstrate that students who remain enrolled over multiple years show strong academic outcomes, underscoring the effectiveness of the model when implemented with consistency and stability. Establishing EACS–Irvine would allow these students to be served by a locally authorized charter school that is better positioned to collaborate with the Irvine Unified School District, business and residents in the City of Irvine while maintaining continuity of program and services.

How Excel Academy Supports Special Education Students through Group and Independent Learning

Excel Academy Charter School is committed to providing a free appropriate public education (FAPE) to eligible students with disabilities in the least restrictive environment (LRE). Excel Academy's personalized, nonclassroom-based model is intentionally designed to provide flexible, responsive instruction and related services that are aligned to each student's Individualized Education Program (IEP) and individualized learning needs.

Students with disabilities receive specialized academic instruction (SAI) and related services through a structured small-group model that supports both access and individualized intensity. Excel Academy offers small-group instruction by grade level and instructional strand across TK–12. Typical group sizes range from approximately 4:1 to 6:1, with some students receiving increased intensity of support through 2:1 or 1:1 instruction based on IEP needs.

Excel Academy's department master class schedule provides a flexible structure that allows students to move between higher- and lower-support SAI groups as needed without disrupting participation in other required instructional sessions. This model supports timely adjustments to service intensity, ensuring that students receive the appropriate level of support while maintaining continuity of instruction.

Integrated Related Services and Counseling Supports

Excel Academy provides a comprehensive continuum of related services to support student access, progress, and well-being. Related services may include speech and language therapy, occupational therapy, educationally related mental health services, and behavior supports. Small-group counseling is provided in highly supportive settings, typically ranging from 2:1 to a maximum of 4:1, allowing students to develop social-emotional skills, self-regulation, and coping strategies in a structured environment.

Excel Academy's behavior consultation model emphasizes parent partnership and student independence. Behavior specialists collaborate with families and instructional staff to develop effective strategies, strengthen consistent routines and expectations, and empower parents to support students in applying skills across learning environments.

Study Skills and Executive Functioning Supports

Recognizing that many students benefit from explicit instruction in organization, planning, and learning strategies, Excel Academy provides differentiated study skills groups across all grade levels. These groups support students in developing executive functioning skills that improve independence, access to instruction, and academic progress.

Internal Service Provision and Staff Capacity

Excel Academy prioritizes consistent, coordinated service delivery through internal provision of key special education and related services. SAI, speech, occupational therapy, counseling, and behavior services are provided through Excel Academy staff, supporting continuity of care, shared communication, and alignment to instructional programming.

To strengthen staff capacity and ensure consistent implementation of Excel Academy's special education model, the Organization maintains an internal staff mentorship program. New special education staff join established teams and receive mentorship and support from experienced colleagues, promoting fidelity to best practices and a cohesive service delivery model.

Comprehensive Evaluation and Data-Informed Planning for Special Education

Excel Academy conducts comprehensive special education evaluations across all required assessment domains to support accurate identification and effective program planning. Evaluations are designed to be thorough and individualized and may include assessment of cognition, academics, communication processing, fine/visual motor skills, sensory processing, social-emotional functioning, adaptive behavior, and transition needs, as appropriate.

Assessment results are shared with families and used collaboratively to guide IEP development, instructional planning, and service delivery decisions. Excel Academy's commitment to data-informed practice is reflected not only in comprehensive evaluations, but also in ongoing progress monitoring and review of student outcomes.

Demonstrated Outcomes for Students with Disabilities

Excel Academy's special education programming is grounded in a commitment to measurable student growth and accountability. Academic performance data for students with disabilities indicates that student outcomes

exceed state averages, reflecting the effectiveness of Excel Academy's individualized supports, small-group instructional model, and coordinated service delivery.

Through personalized instruction, integrated services, strong family partnership, and a commitment to continuous improvement, Excel Academy ensures that students with disabilities are supported to make meaningful progress toward IEP goals, access grade-level standards, and develop the skills necessary for long-term success.

How Excel Academy Supports Gifted and Talented Education Learners through a Dynamic GATE Program

Program Structure and Access

Excel Academy's Existing Schools offers a comprehensive Gifted and Talented Education (GATE) Program serving students in grades 3–8. The program is intentionally designed as an inclusive enrichment model that is accessible to both students formally identified as gifted and those who demonstrate high academic achievement or advanced learning potential. By opening participation to all students in grades 3–8, the Existing Schools ensure equitable access to advanced learning experiences that foster curiosity, creativity, and higher-order thinking skills.

This inclusive structure reflects the Existing Schools' commitment to meeting students where they are academically and developmentally, recognizing that giftedness and advanced potential may present differently across learners and may not always be captured through a single identification measure. As a nonclassroom-based, independent study charter school model, both Existing Schools are uniquely positioned to provide a highly personalized GATE experience that extends beyond the limitations of traditional, site-based instructional models.

Program Purpose and Instructional GATE Model

The purpose of Excel Academy-Irvine's GATE Program is enrichment and extension rather than acceleration alone. While academic advancement is supported when appropriate, the primary focus of the program is to deepen understanding, promote intellectual curiosity, and cultivate lifelong learning skills.

The GATE instructional model emphasizes:

- Depth and complexity within grade-level standards
  Higher-level questioning and inquiry-based learning
- Project-based and experiential learning opportunities
- Critical and creative thinking
- Responsiveness to diverse student learning modalities

Rather than moving students through content at an accelerated pace, the program allows learners to engage more deeply with grade-level concepts, explore ideas from multiple perspectives, and apply learning in authentic and meaningful ways. This approach provides students with the time and flexibility to investigate personal interests, grapple with complex problems, and demonstrate understanding through rich, creative

products and performances.

Personalized Learning in a Home-Based GATE program

Excel Academy-Irvine's personalized, home-based instructional model enables a level of customization that is particularly well suited to gifted and high-achieving learners. Teachers collaborate closely with families to design individualized learning plans that:

- Align with each student's strengths, interests, and academic needs
- Honor individual learning styles and modalities
- Allow for targeted acceleration in specific domains, such as mathematics or areas of English Language Arts, when appropriate
- Maintain academic rigor while providing flexibility across content areas

Students are supported in developing both independence and collaboration skills. Through individualized and group learning experiences, students learn to think critically and creatively, communicate their ideas effectively, collaborate respectfully with peers, and demonstrate deep understanding through writing, discussion, and project-based work. These skills prepare students for success in high school, postsecondary education, and future professional and civic endeavors.

Parent Partnership within a GATE Program

A defining feature of Excel Academy-Irvine's GATE Program is its strong emphasis on parent partnership and education. Recognizing that parents play a critical role in supporting gifted learners in a home-based setting, the Existing Schools work intentionally alongside families to build capacity and understanding.

Teachers provide guidance and support to parents in areas such as:

- Understanding student learning modalities and cognitive profiles
- Selecting curriculum and instructional strategies aligned to individual student needs
- Creating structured yet flexible learning environments that balance rigor and exploration

Parents are also encouraged to reflect on their own learning styles and approaches to education, fostering empathy and insight when students learn differently. This collaborative partnership empowers families to create supportive, responsive learning environments that nurture both academic growth and student well-being.

GATE Community, Collaboration, and Enrichment Opportunities

The GATE Program extends beyond individualized instruction to include meaningful opportunities for community building and collaborative learning. Monthly GATE enrichment events will be offered in two accessible locations, with all materials provided by the school. These events include:

- Hands-on STEM lessons connected to core curriculum
- Project-based challenges and design tasks
- Field trips and enrichment activities

- Social and celebratory events that foster a sense of belonging

Through these experiences, students work collaboratively in teams, learning that multiple perspectives strengthen problem-solving and understanding. Students build friendships with like-minded peers, develop collaboration and communication skills, and experience the joy of shared intellectual exploration.

Simultaneously, parents have opportunities to connect with one another, share resources, discuss curriculum choices, and engage in dialogue around gifted education. This strengthens both the academic and social fabric of the Existing Schools' GATE community.

Assessment and Identification

Excel Academy Charter Schools offers the Cognitive Abilities Test 8 ("CogAT") annually for students in grades 3–6. The timed assessment is administered in person and evaluates student performance across three domains:

- Verbal
- Quantitative
- Nonverbal

CogAT results are shared with families and used as one of multiple data points to inform instructional planning and support student learning. The assessment is not used as a gatekeeping mechanism for participation, but rather as a tool to better understand how students think and learn, enabling teachers and families to design the most effective and supportive educational programs.

What Makes Excel Academy-Irvine's GATE Program Unique

Excel Academy-Irvine's GATE Program is distinguished by its intentional integration of personalization, enrichment, parent partnership, and community. Key features that set the program apart include:

- Deep exploration of standards rather than surface-level acceleration
- Individualized learning paths rooted in student curiosity and strengths
- Strong collaboration among teachers, students, and families
- Inclusive access to enrichment opportunities for both identified and high-achieving student
- A supportive community where gifted learners feel seen, challenged, and connected

Excel Academy-Irvine's GATE Program is not solely focused on academic excellence; it is designed to develop thoughtful, confident, and curious learners who are prepared to navigate complexity, collaborate effectively, and thrive in future academic and life pursuits.

How Excel Academy-Irvine Supports TK-K Early Intervention and Literacy

Excel Academy Charter School-Irvine places a strong emphasis on early intervention and foundational literacy

development in Transitional Kindergarten (TK) and Kindergarten, recognizing that these early years are critical to long-term academic success. The TK–K program is intentionally designed to support young learners through developmentally appropriate, research-based practices that strengthen early literacy, language development, and social-emotional growth, while honoring the unique needs of each child and family.

Highly Qualified Early Childhood Educators

Excel Academy ensures that students in TK are supported by educators with specialized training in early childhood development. All TK teachers hold a Bachelor's degree in Child Development or have completed a minimum of 24 units of Early Childhood Education coursework, in addition to meeting all applicable credentialing requirements. This specialized preparation equips teachers with a deep understanding of child development, early literacy acquisition, and age-appropriate instructional strategies. Teachers collaborate closely with families and instructional leaders to design learning experiences that are engaging, responsive, and aligned to California Preschool Learning Foundations and early literacy standards.

Early Intervention and English Learner Supports

Early identification and intervention are core components of Excel Academy's TK–K model. In addition to Universal Prekindergarten (UPK) supports, Excel Academy provides targeted early language development resources for Transitional Kindergarten English Learners. During the current school year, TK English Learners are supported with free access to Imagine Language & Learning, a research-based digital program designed to accelerate language acquisition and build foundational literacy skills. This tool complements core instruction and allows teachers to provide individualized, scaffolded support aligned to each student's language proficiency level.

To further strengthen early intervention, the Existing Schools' TK instructional coach actively supports teachers through professional learning and instructional coaching. The TK coach has been piloting additional targeted supports, enabling teachers to review student progress, adjust instructional strategies, and coordinate interventions early and proactively. Multiple evidence based early literacy intervention options are available for students demonstrating readiness for supplemental support, as determined through local assessment indicators. Intervention supports are delivered in developmentally appropriate formats and include Lexia Core5 Reading, small-group instruction utilizing Heggerty Phonemic Awareness and Wilson Fundations, and personalized tutoring to address identified student needs. Movement across MTSS tiers is guided by ongoing progress monitoring and data review to ensure students receive the appropriate level of support based on their responsiveness to intervention.

Foundational Literacy Support by Instructional Pathway

Excel Academy Charter School-Irvine provides robust early literacy support in both the Personalized Path and the Virtual Path, with intentional differentiation in delivery while maintaining consistent expectations for foundational skill development. Across both pathways, instruction emphasizes oral language development, phonological awareness, letter recognition, and early writing, all of which are embedded within the Existing Schools' TK–K curriculum.

Virtual Path: Foundational Literacy Support

In the Virtual Path, foundational literacy instruction is delivered through structured, live online instruction combined with interactive, developmentally appropriate learning experiences. Instruction emphasizes oral language, phonological awareness, letter recognition, and early writing, all embedded within both Existing Schools' TK–K curriculum and aligned to state standards.

Teachers intentionally design lessons to ensure young learners remain actively engaged in a virtual environment. Play-based and hands-on learning experiences are integrated through interactive activities such as virtual scavenger hunts, movement-based games, and collaborative challenges. Programs such as "Scientist of the Week" provide opportunities for students to share their thinking, learn from peers, and practice expressive language in an authentic setting.

Instructional strategies include daily read-alouds to build vocabulary and comprehension, dedicated REACH time to provide targeted support, and the use of songs, chants, rhymes, movement, and age-appropriate videos to strengthen phonemic awareness and sound-symbol relationships.

Expanding Literacy Across the Day

Literacy instruction extends across content areas, including science, mathematics, and social-emotional learning, with targeted vocabulary development embedded throughout lessons. Structured student talk and guided academic conversations are incorporated into live instruction to promote expressive language. Early writing is a frequent component of instruction and includes drawing, labeling, shared writing, and journaling activities.

Differentiation and Targeted Support

Differentiation in the Virtual Path is provided through small-group instruction, including REACH groups, organized based on assessment data. Teachers utilize adaptive programs such as Lexia and i-Ready, which are leveled to each student's needs. In addition to independent practice, teachers deliver targeted Lexia lessons in small-group settings to address specific skill gaps.

Assessment and Progress Monitoring

Teachers use ongoing formative assessments, including observations, checklists, letter and sound identification, phonological awareness measures, and oral language samples. Students may record responses as part of instructional activities to support monitoring of expressive language development. Assessment data is reviewed regularly to inform instruction and guide targeted support.

Family Partnerships

Families are essential partners in the Virtual Path. Monthly reading logs and regular communication encourage reading and language development at home, reinforcing foundational literacy skills across learning environments.

Personalized Path: Foundational Literacy Support

In the Personalized Path, foundational literacy instruction is individualized to meet each student's developmental and academic needs. Instruction emphasizes oral language, phonological awareness, letter recognition, and early writing, all embedded within the TK–K curriculum and delivered through personalized learning plans developed collaboratively by credentialed Teachers of Record and families.

Instruction prioritizes play-based, hands-on learning experiences to build engagement, confidence, and a positive relationship with learning. Students engage in developmentally appropriate literacy activities using manipulatives and hands-on materials aligned to individual readiness levels. In addition to daily instruction supported by the Teacher of Record, EACS-Warner and EACS-Helendale staff offer weekly read-alouds to provide rich literary exposure and model effective reading practices.

Instructional strategies include daily read-alouds to build vocabulary and comprehension; songs, chants, rhymes, movement, and interactive games to support phonemic awareness; and instruction tailored to each student's developmental profile. The majority of instructional time occurs through one-to-one or small-group instruction, allowing for close monitoring and targeted feedback.

Expanding Literacy Across the Day

Literacy instruction extends across content areas, including science, mathematics, and social-emotional learning, with intentional vocabulary development embedded in lessons. Early writing is a frequent and significant component of instruction and includes drawing, labeling, journaling, and emergent writing tasks that support fine motor development and early composition.

Differentiation and Targeted Support

Differentiation is provided through adaptive literacy programs such as Lexia and i-Ready, both leveled to individual student needs. Teachers provide one-to-one support and assign additional curriculum resources and hands-on materials for students requiring extra intervention. Targeted intervention groups begin in the spring semester of Kindergarten, focusing on phonemic awareness. Advanced learners receive enrichment through increased rigor and the integration of higher-level literature into daily learning plans.

Assessment and Progress Monitoring

Teachers use ongoing formative assessments, including observations, checklists, letter and sound identification, and phonological awareness measures, to monitor progress. TK students participate in benchmark assessments in the fall and spring assessing letter names, name writing, and drawing skills. Kindergarten students complete literacy assessments in the fall and winter focusing on letter names, letter sounds, and CVC development. Assessment data is reviewed during Learning Plan meetings to guide instruction and intervention.

EACS-Warner and EACS-Helendale's Transitional Kindergarten–Kindergarten literacy program aligns with State Superintendent Tony Thurmond's Literacy Moonshot, a five-year statewide initiative announced on January 8, 2026 to close the third-grade literacy gap and ensure all California students achieve literacy by third grade. This initiative emphasizes early screening, targeted intervention, high-impact tutoring, family engagement, and specialized training and coaching for educators who teach reading.

Excel Academy's TK–K model reflects these priorities through developmentally appropriate literacy screening, early identification of reading difficulties, targeted small-group intervention, strong family partnerships, and ongoing instructional coaching for teachers. By embedding these evidence-based strategies into its early literacy program, Excel Academy Charter Schools provides timely, preventative support during the years when literacy development has the greatest long-term impact and ensures students are on track for reading success by the end of third grade.

Family Partnerships and Social-Emotional Development

Families are essential partners in early literacy development. Parent education, regular communication, and shared resources support reading and language development at home. Students participate in weekly SEL sessions, TK Homerooms to build peer connections, and TK meet-up field trips that foster friendships, play-based learning, and social-emotional growth in developmentally appropriate settings.

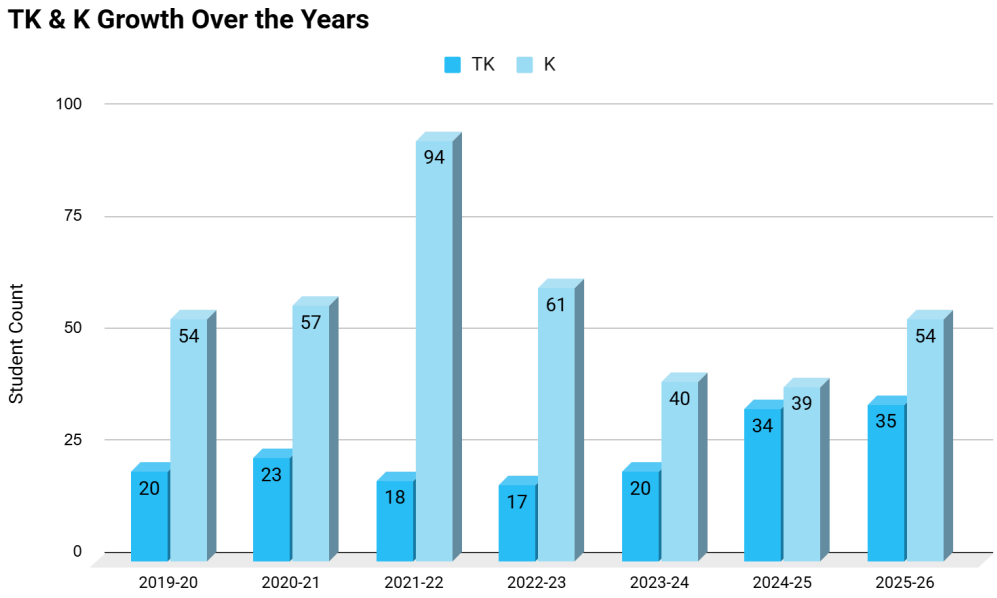
Family Partnerships in Early Literacy

Across both instructional pathways, Excel Academy Charter Schools views families as essential partners in early literacy development. Monthly reading logs encourage consistent reading at home, while regular family communication provides guidance, resources, and strategies to support oral language development, early reading behaviors, and emerging writing skills. Through strong collaboration between teachers and families, Excel Academy ensures that foundational literacy development is reinforced across learning environments and aligned to each student's individualized needs.

TK & Kindergarten Growth Over the Years

The growth of the TK and Kindergarten populations in both of Excel Academy's Existing Schools has remained steady since each of their openings, with a 70% spike in TK growth between the 2023-24 and 2024-25 school year, and a 38.5% increase in Kindergarten growth between the 2024-25 and 2025-26 school year. The

development of the UPK program in both Existing Schools, along with California's expansion of TK to allow for early admittance, has established Excel Academy's TK program as a strong and thriving pillar of the Existing Schools, and has in turn boosted our retention efforts.



The Proposed Excel Academy Charter School – Irvine

EACS–Irvine is proposed as a TK–12 public charter school that will replicate the educational program, instructional practices, and support systems currently in place at Excel Academy Charter School – Warner and Excel Academy Charter School – Helendale. The Charter School will offer the same Personalized and Virtual Pathways, adhere to the same mission and vision, and operate under the same policies, procedures, and accountability structures that have guided Excel Academy's existing success.

Excel Academy's existing administrative office is located in the Irvine Spectrum Technology Corridor, a significant area for innovation and business in Irvine. The current lease, now entering year seven with the Irvine Company, proves stability and will allow EACS-Irvine to further collaborate with local businesses, law enforcement, and community leaders. EACS-Irvine will continue under the current established administrative infrastructure, including curriculum development, assessment and accountability systems, special education services, English learner supports, professional development, fiscal management, and compliance oversight. This centralized support allows each Excel Academy school to focus on high-quality instruction and student services while ensuring consistency, equity, and adherence to all applicable state and federal requirements.

The Nonprofit Organization and Shared Leadership Structure

Excel Academy Charter Schools is a California-based 501(c)(3) nonprofit public benefit corporation that operates all Excel Academy charter schools. The Organization is governed by a single Board of Directors that provides fiduciary oversight, sets policy, and ensures accountability for academic performance, fiscal health,

and legal compliance across all schools operated by Excel Academy. This unified governance structure promotes coherence, transparency, and long-term sustainability.

Day-to-day operations of each school are led by a shared executive and instructional leadership team, including the Superintendent and key administrative leaders responsible for education, special education, assessment and accountability, and school operations. School-level administrators and instructional leaders work collaboratively within this structure to implement Excel Academy's educational programs while responding to the specific needs of students and families served by each school. This shared leadership model has proven effective at the existing schools, enabling consistent implementation of best practices while maintaining responsiveness to the local communities desire for a proven alternative model of education.

Purpose and Vision of the Petition

This petition seeks authorization from the Irvine Unified School District to establish Excel Academy Charter School – Irvine as part of the Excel Academy Charter Schools organization. Approval of this charter will allow Excel Academy to better serve Orange County students through local school district authorization, supporting and expanding options for students, as noted in IUSD Board Policy 6158, that builds upon a strong record of success, responds to demonstrated family demand, and aligns with the District's interest in providing high-quality public school options. EACS–Irvine is designed to expand educational choice while maintaining a steadfast commitment to academic excellence, personalized learning, equity, accountability, and partnership with families and the authorizing district.

Through this proposed charter, Excel Academy Charter Schools affirms its commitment to serving students as self-motivated, competent, and lifelong learners, and to continuing its mission of providing flexible, personalized learning experiences that support both academic achievement and social-emotional growth.

A 21st-Century Educational Alternative for Today's Learners

Excel Academy Charter School-Irvine is founded on the understanding that the needs of today's students—and the world they are preparing to enter—have fundamentally changed. Advances in technology, shifts in the global workforce, and lessons learned during and after the COVID-19 pandemic have permanently reshaped how students learn, interact, and demonstrate mastery. Excel Academy Charter Schools exists as a rigorous, proven alternative educational option designed to meet the needs of 21st-century, tech-savvy learners through personalized, learner-centered, and future-ready instruction.

Recognizing that not all students learn best in a traditional classroom model–particularly those who were academically behind, socially disengaged, or in need of greater flexibility and individualized support, Excel Academy embraced the accelerated changes brought on by the COVID-19 pandemic. Excel Academy became a trailblazer, revealing that high-quality learning can be successfully delivered across multiple modalities when intentional systems, strong relationships, and clear accountability are in place. At the same time, alternative learning environments created new opportunities for gifted and high-achieving students to explore learning beyond conventional boundaries.

Excel Academy Charter Schools demonstrates that rigorous, alternative learning models can successfully serve *all* learners. Students who entered an Excel Academy charter school two to three grade levels below proficiency have shown measurable academic growth through targeted intervention, individualized pacing, and consistent progress monitoring. At the same time, gifted and high-achieving students are empowered to think creatively, explore complex ideas, and engage in learning that extends beyond traditional academic constraints. This dual success reflects the strength and adaptability of Excel Academy-Irvine's educational model.

Today's students are growing up in a technology-saturated world shaped by remote and hybrid work, digital communication, artificial intelligence, and rapid social change. As a result, education must move beyond occasional technology use to fully integrate digital tools, flexible learning environments, and learner-centered practices into daily instruction. Students require opportunities not only to master academic content, but to develop analytical thinking, creativity, adaptability, collaboration, and technological literacy in authentic contexts.

Excel Academy-Irvine's instructional model is intentionally designed to meet these demands. Students demonstrate mastery through hands-on, project-based learning, discussion, writing, and the creation of authentic products. As artificial intelligence becomes increasingly prevalent, Excel Academy-Irvine prioritizes instructional approaches that require critical thinking, problem-solving, creativity, and application—skills that cannot be replicated by AI and remain essential for future academic, career, and civic success.

Personalized, Learner-Centered, and Future-Ready

While there is widespread agreement that educational institutions must evolve to meet the needs of 21st-century students, identifying effective and equitable pathways forward remains complex. Excel Academy-Irvine addresses this challenge through a learner-centered model that balances academic rigor with flexibility, personalization, and equity.

Key elements of Excel Academy-Irvine's approach include:

- Integrated Technology: Digital literacy and educational technology tools are embedded into daily instruction, reflecting real-world application rather than supplemental use.
- Skill-Based Learning: Instruction prioritizes critical thinking, problem-solving, collaboration, communication, adaptability, and self-directed learning alongside mastery of academic standards.
- Personalization and Equity: Individualized learning plans, flexible pacing, and data-informed instruction ensure equitable access to meaningful learning opportunities for students with diverse backgrounds, learning styles, and academic needs.
- Real-World Relevance: Project-based and interdisciplinary learning connects academic content to real-world applications, increasing engagement and relevance.
- Flexible Learning Models: Students progress based on demonstrated mastery rather than seat time, supported through blended, virtual, and home-based instructional options.

This approach directly addresses many of the challenges facing public education today, including disengagement, absenteeism, lack of differentiation, and safety and well-being concerns, by offering a structured yet flexible alternative that prioritizes student belonging and engagement.

Proof of Success Through Outcomes

Excel Academy's model is grounded in demonstrated outcomes. Through personalized instruction, strong family partnerships, and a commitment to continuous improvement, Excel Academy has supported significant academic growth among students who previously struggled in traditional settings while also providing meaningful challenge and enrichment for advanced learners. Sustained engagement and academic progress across grade levels reflect the effectiveness of this approach.

By offering Excel Academy-Irvine as an alternative educational option, this petition seeks to expand access to a rigorous, learner-centered, and future-ready public school model. Excel Academy-Irvine is prepared to partner with its chartering authority to provide an innovative, inclusive educational program that equips students not only to succeed academically, but to thrive in an ever-evolving world. As with the Existing Schools, enrollment will be open to all students who wish to attend, subject to capacity and applicable requirements. The Charter School will remain nonsectarian, tuition-free, and accessible to a diverse population of learners.

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners. – Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all students and for each subgroup of students identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. – Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school students, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. – Education Code Section 47605(c)(5)(A)(iii).

1) Mission

Excel Academy-Irvine 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.

2) Vision

Excel Academy-Irvine is all about CHOICE:

C: Compassion, Creativity , Collaboration, Challenge, & Confidence

H: Helpful, Hands-On , Humility, & Happiness

O: Optimism, Options, Opportunities, Ownership, & Others

I: Independence, Individualization, Inspiration, & Investigation

C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community

E: Education, Equity, Enjoyment, Exploration & Empowerment

3) Educational Philosophy and What it Means to be Educated in the 21st Century

The Charter School's goal is to attract and serve students who thrive with instruction that is flexibly paced,

individually targeted, and closely monitored—a level of personalization exceeding that of a traditional classroom. What truly distinguishes our model is the high degree of personalized support students receive directly from professional educators, a feature often lacking in generic virtual or independent study programs.The Charter School believes that each student has unique needs and that educational success depends on personalizing learning and providing the appropriate high quality resources, services, and support to meet those needs.

This learning climate is made possible by utilizing diverse curriculum options that are aligned to California's academic content standards, including Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework ("CA-HSS"), English Language Development ("ELD") Standards, and the remaining State Content Standards (hereinafter, collectively, "State Standards"), and targeted to individual learner needs. Our curriculum is delivered through a flex based personalized learning independent study model encompassing direct and online instruction, textbooks, project based learning and hands on experiences that balance the unique advantages of a virtual classroom and independent study approach. The curriculum is designed to cover the full content in each core subject by the end of each academic year. However, the flexible pacing in our approach enables the student, under the guidance of the credentialed teacher, to spend more intensive time and effort in areas of need. This model allows teachers to better address each student's unique learning and communication style, cultivate independent thought, and offer alternative or supplemental learning options that prepare students for the real-life complexities of higher education or the job market in the 21st century.

Excel Academy-Irvine's educational model focuses on building habits of continuous learning, curiosity, and adaptability. In the modern world, being "educated" means being able to pivot talents and skills to novel challenges, often in jobs or fields that did not exist when their educational journey began. Our approach engenders this crucial lifelong learning mentality by enabling students to interact with the required curriculum in a way that is driven by their own individual motivation and personalized interests. This ensures our graduates are not just ready for college or career, but ready to continually master their own future.

Excel Academy-Irvine's educational model is intended to cultivate learning habits that keep the mind open, curious, and alert. An "educated person in the 21st century" is able to learn continuously, perceive opportunity, and adapt talents and skills to novel situations. These characteristics and habits reveal themselves when a person adapts learned capabilities to a job or career that did not exist when those capabilities were first formed. This dynamic demonstrates that the curious and open minded are by nature lifelong learners. Our model engenders this mentality by enabling the student to interact with the curriculum in a manner that motivates the student to pursue individual interest while proceeding through the required content. The Charter School's academic program reflects Excel Academy-Irvine's broad objective of enabling our students to become self-motivated, competent, life-long learners.

4) WASC and Plan for Transferability of Courses

EACS-Irvine will seek Western Association of Schools and Colleges ("WASC") accreditation in the 2026-27 school year.

EACS-Irvine will inform parents about the transferability of courses to other public high schools and how those courses meet college entrance requirements for the University of California ("UC") and California

State University ("CSU") through individual meetings with the student's assigned teacher, parent information meetings and via the handbook that is provided to all high school students and parents. Teachers will receive annual training in these requirements.

5) Overview of School

Excel Academy Charter School-Warner and Excel Academy Charter School-Helendale were awarded the prestigious honor of a 2023 California Distinguished School for closing the achievement gap and achieving exceptional student performance. Additionally, in 2025 EACS-Warner and EACS-Helendale were nationally ranked in the top 40% of U.S. high schools and achieved the status of U.S. News Best High School. The Existing Schools rank 806th out of 2,586 schools in California, and 6,754th out of 18,000 schools in the Nation.

The Organization serves students in TK-12th grade. We offer a personalized elementary path for students in grades TK-6th, a personalized secondary path for students in grades 7th-12th and a virtual model for Kindergarten-8th grade students. On the personalized paths, families have the freedom to build a customized learning experience using state approved curriculum tailored to fit students' individual needs and learning styles. In the virtual path, students learn in an online classroom with a group of grade level peers receiving instruction for all core subjects by their assigned teacher. On all three paths, students develop a personalized education plan with the support and guidance of their assigned well qualified teacher, leadership support team, and counselor. This plan is highly customizable and flexible in order to meet the unique needs of each student and family. As part of the plan, the teacher will support the parent in identifying the student's educational philosophy. The educational plan will be supported through selecting curriculum, materials, and educational services that are tailored to that custom plan.

TK-6 students are assigned a credentialed teacher in the designated grade bands who are trained in supporting the progress toward state standards utilizing a variety of learning styles and philosophies. The parent/guardian, Teacher of Record, and student develop a personalized plan that will meet the student's unique learning needs. Students are able to use instructional funds to purchase curriculum, materials, and to take classes through our content and community providers as well as attend live synchronous classes with Excel Academy teachers in a variety of different subject areas. They may participate in extracurricular activities such as the arts and sports, as well as to take advantage of additional academic support through tutors. The teacher ensures all materials and activities purchased with the Charter School's funds support the student's educational plan and are allowable per the law. The Organization is committed to providing opportunities for our students to connect in the community and to broaden their learning through those community opportunities and connections. A few examples of how this may be accomplished is through State Standards aligned field trips, participation in a coding club, Spelling Bee, Outdoor classroom, monthly community meet ups, Back to School fair, regional community provider events and an annual science fair.

Excel Academy Charter Schools also has a Virtual Pathway where students in grades K-8 benefit from a structured virtual classroom environment overseen by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Teachers facilitate both virtual and in-person field trips, group work, and rotate teachers for various learning experiences. Students benefit from the small class sizes and a safe classroom environment, while enjoying the flexibility to pursue additional learning opportunities in the afternoons.

Parents/guardians partner with teachers to ensure students complete all assigned learning activities.

Students in grades 7-12 are assigned a primary Teacher of Record ("ToR"). Together with the parent/guardian and student, the Teacher of Record develops the personalized plan according to each individual student's learning needs. Families choose from a wide range of approved curricula. High school courses aim to prepare students for college and career readiness options leading to graduation and meeting their post-high school goals. In addition to monthly training meetings and bi-annual in-service workshops, our Secondary leadership team and school counselors may attend the annual UC/CSU Counselor Conference, as well as online webinars offered by the College Board.

Our highly experienced high school department works with each student and parent individually to custom build the student's semester and four-year plan. Students have abundant opportunities to participate in co-curricular and extra-curricular options including: high school career oriented field trips, 4-year and community college tours, virtual and in person clubs, student leadership and National Honor Society. We also offer regional social gatherings to facilitate community and team building among high school students.

The secondary education staff work with students to facilitate personalized career and educational planning through both individual and school wide planning workshops focusing on college and career preparation. Students are informed about the various paths to graduation and are offered support in reaching their highest potential.

EACS-Warner and EACS-Helendale maintains a UC A-G course list that ensures students may enroll in College Prep courses for all core courses and any necessary electives to complete the minimum required course sequence for A-G completion, as well as our Charter School's own live synchronous Excel Academy-Irvine teacher led classes, project based and textbook based courses. In addition to core courses, the Existing Schools offer an array of electives reflecting a wide range of student interests including but not limited to communications, social sciences, fine arts, languages other than English, computer skills, and Career and Technical Education ("CTE") courses. The Existing Schools also facilitates community college concurrent enrollment for qualified, interested students.

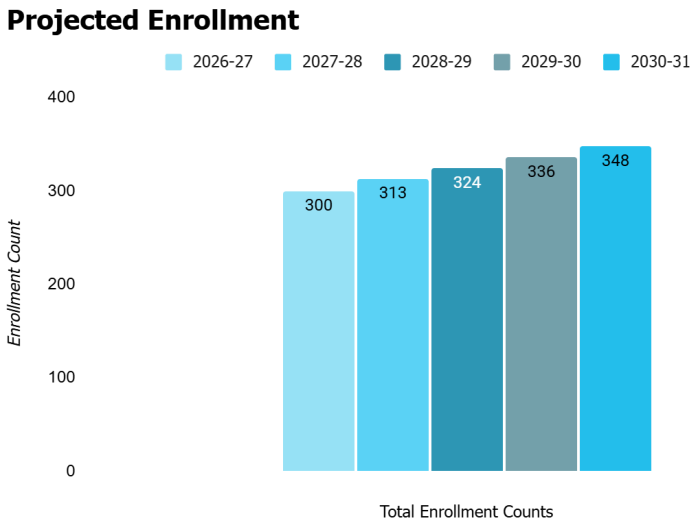
EACS-Warner and EACS-Helendale offer a CTE pathway, a flexible two-year program consisting of four semester classes (20 units). Our CTE students learn academic and technical skills, knowledge, and training necessary to succeed in future careers. Completion of these pathways give high school students the opportunity to access higher-paying jobs after high school and early exploration before declaring a college major. The Existing Schools offer three hybrid CTE pathways, Entrepreneurship, Digital Media and Photography, and Patient Care, and ten fully asynchronous options. Students who choose the hybrid option meet with their teacher and class via Zoom twice weekly to receive direct instruction and hands-ons learning and complete additional assignments outside of class time. These hybrid classes are monitored and graded by an EACS CTE teacher. The Existing Schools also offer ten asynchronous options through the eDynamic curriculum platform; these offerings expand our options and allow independent exploration of a career path with virtual monitoring and grading from an eDynamic CTE teacher. Students must complete all four semesters (two years) of a pathway in the correct order to be considered a 'completer' and earn a special "CTE" stole to wear at graduation. By providing both technical and academic skills in a practical setting, EACS-Warner and EACS-Helendale's CTE program equips students with the workplace competencies and real-world experience needed to succeed in their future careers.

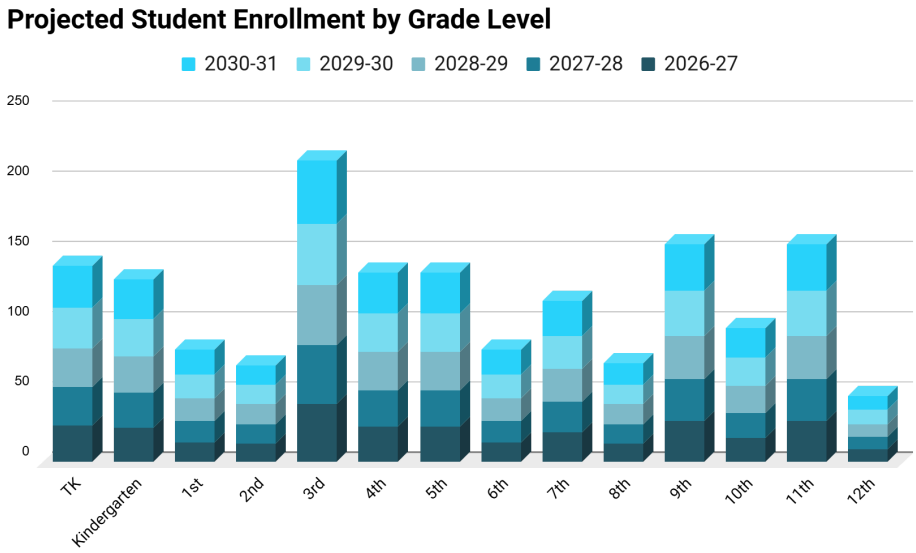
Secondary ToRs encourage student achievement through mentoring and support. Teachers personalize

students' college and career readiness plan to meet their individual interests and goals. In addition, the secondary department organizes college information sessions in the fall and in spring. In the fall these sessions are geared toward understanding the college application process. Eighth grade high school transition sessions are held in the spring to assist in preparing students for 9th grade, and sessions are held for 11th graders to guide them in planning their senior year.

6) Whom We Attempt to Educate (Target Student Population)

EACS-Irvine will serve grades TK through 12. The projected enrollment for the 2026-2027 school year is 300 students. We anticipate that during the five-year term of this petition, the enrollment will increase to approximately 348 students, but this projection is in no way a limitation on enrollment.





7) Curriculum and Instructional Design Student Information System

School Pathways is an example of a Student Information System ("SIS") used at the Organization. The SIS keeps all student information and allows the Charter School to continually assess its educational program to make data driven decisions relative to course offerings and student outreach. The SIS has a sophisticated reporting capability that all faculty and staff have access to at varying levels (access is granted dependent on employee status and job needs). This system houses student information and records, employee information and records, grades and transcripts, and state testing information. The SIS self-reports relative to state reporting mandates such as CALPADS. It is one of the only Student Information Systems of its kind relative to state reporting and is quite sophisticated and reliable.

In addition, the SIS provides the capability of making decisions about curriculum offerings and teacher assignments, determining correct student course placement, using state testing data for student placement and support needs, and tracking grades and progress toward graduation. Excel Academy-Irvine strives to be a data driven organization in order to make decisions that best serve the needs of the student and help them become successful graduates of the Charter School.

Elementary Curriculum

EACS-Warner and EACS-Helendale offers a diverse range of curricula that aligns with grade-level standards across the four core subject areas: English Language Arts, Math, Science, and Social Studies (CCSS, NGSS, and CA-HSS). Curriculum selections are individualized to each student's learning style, academic performance, and logistical needs. The certificated Teacher of Record, and the student's home-educator collaborate in choosing from a variety of curricula, and instructional delivery models to personalize their education. Some students choose a traditional book-based method, while others prefer online or a hybrid of book-based and online learning. Similarly, the instructional setting is flexible as well: in the home, online, or through in-person community provider classes. Grade-level standards serve as the backbone of each curriculum plan, from there each student's education is tailor fit to their unique academic profile, areas of need and personal interests. As parents can be overwhelmed by the state provided standards, the Existing Schools provide them in parent and student friendly language using I Can Statements. Additionally, Anchor Docs are provided, which summarize the most critical academic content, developmental milestones, and provide additional engaging learning opportunities for each grade level.

In order to accomplish this, teachers and parents have access to our vetted and approved curriculum list provided in our Curriculum Menu as well as experiential, hands-on learning opportunities to enrich the learning experience. The Existing Schools contract with multiple Content & Community Providers to offer supplemental learning opportunities that span varying subjects, philosophies and formats. Together, the Teacher of Record, and the student's home-educator collaborate to select the best fit curricular plan for each student.

Junior High Curriculum

The Existing Schools offer a diverse range of curricula that aligns with grade-level standards across the four core subject areas: English Language Arts, Math, Science, and Social Studies (CCSS, NGSS, and CA-HSS). Curriculum selections are individualized to each student's learning style, academic performance, and logistical needs. The certificated Teacher of Record, and the student's home-educator collaborate in

choosing from a variety of curricula, and instructional delivery models to personalize their education. Some students choose a traditional book-based method, while others prefer online or a hybrid of book-based and online learning. Similarly, the instructional setting is flexible as well: in the home, online, or through in-person community provider classes. Grade-level standards serve as the backbone of each curriculum plan, from there each student's education is tailor fit to their unique academic profile, areas of need and personal interests. As parents can be overwhelmed by the state provided standards, the Existing Schools provide them in parent and student friendly language using I Can Statements.

In addition to the core subject requirements, junior high students have the opportunity to select from a variety of elective courses including art, music, and student leadership. The curriculum adheres to the State Standards to guide instruction.

In order to accomplish this, teachers and parents have access to our vetted and approved curriculum list provided in our Curriculum Menus as well as experiential, hands-on learning opportunities to enrich the learning experience. The Existing Schools contract with multiple Content & Community Providers to offer supplemental learning opportunities that span varying subjects, philosophies and formats. Together, the Teacher of Record, and the student's home-educator collaborate to select the best fit curricular plan for each student.

High School Curriculum

Excel Academy-Irvine offers a diverse range of curricula that aligns with grade-level standards to ensure students have access to all graduation course requirements. Curriculum selections are individualized to each student's learning style, academic goals, and overall learning plan. The certificated Teacher of Record, and the student's home-educator collaborate in choosing from a variety of curricula, and instructional delivery models to personalize their education. Some students choose a traditional book-based method, while others prefer online or hybrid learning. Similarly, the instructional setting is flexible as well: in the home, online, or through in-person community provider classes. Grade-level standards along with A-G approved course outlines serve as the backbone of each curriculum plan. In order to accomplish this, teachers and parents have access to our vetted and approved curriculum list provided in our Curriculum Menus and High School Curriculum Handbook and Course Catalog.

The high school curriculum options feature curricula which have been thoroughly vetted by our high school leadership team and staff of qualified single-subject experts to ensure that each high school student receives a high-quality and rigorous state standards-based course of study. Core courses cover all the essential credit requirements within each of these academic areas: language arts, mathematics, history/social science, physical sciences, life sciences, visual and performing arts physical education, and languages other than English. The Charter School will also offer an array of electives and career courses reflecting a wide range of student interests, including but not limited to coding, communications, geography, philosophy, sociology, and an array of Career and Technical Education courses. Qualified students are able to take concurrent enrollment courses at community colleges to earn high school concurrent enrollment credit.

To ensure instructional and learning integrity across all curricular learning platforms, every high school student receives a course of study which aligns with the A-G requirements for each respective course.

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a

graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

In addition to student planning sessions, the secondary leadership team will provide staff training on meeting high school graduation requirements, meeting college entrance requirements and career preparation.

The Existing Schools provide staff and students with a recommended 4-year course sequence. EACS-Warner and EACS-Helendale students may choose an alternative sequence that suits their personalized graduation plan as long as they meet any and all initial eligibility requirements for each individual course and graduation requirements will be met.

8) High School Graduation Requirements

Both Existing Schools' graduation requirements include courses in English, mathematics, science, social science, physical education, and choices in language other than English, visual and performing arts, and CTE along with several elective options. All high school students on the graduation pathway choose a college or career focus and complete a series of courses to help prepare them for college and career readiness. These graduation requirements exceed Education Code requirements for traditional public schools, and students are counseled on how to meet additional college or career requirements based on their post-secondary educational goals.

EACS-Irvine will configure its minimum course completion requirements and its credit award policy so as to fulfill the high school graduation requirements applicable for students in traditional public schools. The Charter School will require completion of the following, at a minimum:

- Four year-long courses in English (English I, II, III, IV)
- Two year-long courses in mathematics - Algebra 1 or higher
- Two year-long courses in science with lab - one course in life science, one in a physical science
- Three year-long courses in social studies (including United States history; world history; a one-semester course in American government, and a one-semester course in economics)
- One year-long course in visual or performing arts, or language other than English, or CTE
- Two year-long courses in physical education
- Sixteen five-unit courses of elective credits

* At least one course of the mathematics requirement shall be fulfilled by proof of completion of Algebra I or a mathematics course of equal or greater rigor.

** Students will be advised that minimum graduation requirements do not meet UC entrance requirements.

EACS-Irvine will award five credits per course, per semester. 220 credits are required to graduate. Students are eligible for a diploma when all requirements have been met. Diploma requirements are as follows:

GRADUATION REQUIREMENTS	CREDITS
Required	
English	40
Mathematics	20
Science	20
History	30
VAPA / World Language / CTE	10
Physical Education	20
Electives	80

EACS-Irvine will offer additional options for high school completion to students of protected status according to applicable legal requirements.

Foster, homeless, and youth involved with the juvenile justice system who transfer to a new school after completing their second year of high school are eligible to graduate under the CDE graduation requirements if EACS-Irvine determines they are not reasonably able to complete the graduation requirements within four years of high school.

Newcomer students may also be eligible for exemptions from local graduation requirements.

Students with disabilities have the following options available: Traditional Diploma,Certificate of Completion, and an Alternative Diploma Pathway for students with disabilities pursuant to Education Code Sections 51255.31 and 56390.

A.C.E. - Academics for College and Career Education

EACS-Irvine is dedicated to ensuring that all students graduate college and career ready while also adhering to our value of each student's flexible learning opportunities. EACS-Irvine recognizes that not every student will choose a college pathway, so we provide alternative measures for career opportunities. To this end, every freshmen will work with their Teacher of Record and their School Counselor to choose one or more A.C.E. pathways and develop college readiness goals to ensure that their coursework aligns with each chosen

pathway. We encourage students to work toward more than one pathway to ensure the broadest range of options post graduation. A.C.E. pathway courses align with required graduation coursework. Per the California College and Career Indicator requirements following one or more of these chosen pathways ensures that every student participates in a "broad course of study that prepares them for postsecondary success."

Beginning in 9th grade, each student chooses an A.C.E. pathway which are based upon current College/Career Measures of Readiness Indicators. EACS-Irvine will adjust pathways as indicated by the yearly CDE requirements.:

- A-G plus
    - Students graduate with a competitive edge and ability to apply to any CA CSU & UC university. A-G eligibility also provides students with the specific skills needed to grow, develop into life-long learners, and succeed in college.
- Advanced Placement
    - Advanced Placement (AP) classes allow high school students to experience college-level learning, build stronger academic skills, and stand out in the college admissions process. By scoring well on AP exams, students may also earn college credit or advanced placement, saving time and money in their future studies.
- CAASPP
    - Scoring a 3 or 4 on the CAASPP shows that a student is meeting or exceeding grade-level standards, which signals strong academic readiness in English Language Arts and math. These scores can help students in their college-level courses and may also strengthen high school senior course planning and college applications by demonstrating proficiency as determined by CA's CCI readiness measures.
- Concurrent Enrollment
    - Taking community college classes while still in high school leads to academic success post graduation.
    - Students interested in concurrent enrollment must meet with their School Counselor to confirm eligibility and review school policies. Typically recommended for juniors and seniors, exceptional freshmen or sophomores may be considered if they meet grade 11 and 12 criteria and receive a recommendation from an administrator, counselor, or relevant teacher.
- CTE pathway
    - Students find their path and discover their passion. They graduate with in-demand skills that prepare them for the next chapter. Excel Academy-Irvine's two-year CTE programs focus on building technology and career-based skills that people need to enter the workforce.
- Seal of Biliteracy
    - The demand for job-seeking employees to be fluent in more than one language is increasing in California and throughout the world. Careers requiring biliteracy are on the rise in fields like healthcare, education, government, customer service, law enforcement, communications, social services, international relations, hospitality and many more making our students a competitive candidate in their academic and career endeavors.

Transfer Credits

Transfer grades and credits received from previous schools/programs will be accepted and applied as needed to meet the EACS-Irvine's graduation requirements. Transcripts received from an accredited school will automatically be accepted. EACS-Irvine will evaluate transcripts to designate credits towards graduation requirements.

Official transcripts are required in order to award credit. Transcript analysis may require research and contact with previous institutions to determine eligibility of transfer credits. International records may require translation and/or evaluation prior to being considered for transfer credits.

9) Attendance Tracking

The Charter School will operate, at minimum, for 175 days of instruction. The Charter School will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection. Attendance is claimed using a two prong approach. In order to claim attendance, the student must engage in learning for each day claimed ("daily engagement") and additionally must complete the learning that was assigned by the teacher of record for the given learning period ("time value of work product"). Each learning period, the Teacher will review the student's completed assignments and will assign the correlating amount of attendance that matches the student's daily engagement in an educational activity. The Teacher will assign learning and evaluate that learning based on the individual ability and needs of the student. The Teacher will work with the parent/guardian and student to plan out the appropriate amount of work for both attendance purposes and in order to support the student in meeting or exceeding standards as well as achieving personal goals.

10) Serving Academically Low-Achieving and At-Promise Students

Excel Academy-Irvine holds at-promise youth in the highest regard. With passion and urgency, the intervention program provides academic, social-emotional, and behavioral support and resources to uplift our at-promise youth. Our at-promise population is identified by analysis of state and local data including CAASPP, i-Ready, ToR led assessments, cumulative file reviews, registration review, CALPADS, parent communication, teacher referrals, and counselor referrals. Students demonstrating academic support needs are swiftly placed into our required schoolwide academic intervention program. Social-emotional learning is provided to TK-12 students in order to foster resilience, efficacy, and confidence. The academic progress and mental well-being of our at-promise youth are closely monitored by the ToR, intervention department staff, and counselors alike. The level of support is determined by the level of need, as students are served in the appropriate tier of MTSS. Students may be referred to the SST, IEP, or the 504 team to ensure support is personalized to their specific needs. The Existing Schools' collaborate with parents and families of at-promise students in a variety of ways, through School Site Council, Parent Advisory Committee, and 1:1 support through school meetings.

Title 1

We will improve the academic achievement of all at-promise students, including homeless and foster youth, ethnic subgroups, socioeconomically disadvantaged ("SED") youth, English learners, and students with

disabilities. This will be achieved through early identification, evidence-based and engaging instruction, continuous data analysis, and personalized support tailored to individual student needs. Supplemental services and resources will be provided, as applicable, through Title I to increase access and equity for eligible students and to support continuous improvement of academic outcomes in alignment with federal program requirements. We will implement the following continuous process to promote goals being met and to monitor progress, make adjustments as needed, and celebrate student growth and achievement:

Identification

Our at-promise students will be identified by a designated school official with a legitimate educational interest whose job it is to fulfill this obligation, including identification of students eligible for Title I services based on multiple academic and demographic indicators, using objective, educationally related criteria consistent with federal Title I guidance. The Charter School official will employ various methods, including registration paperwork, cumulative file review, CALPADS, relevant staff/parent communication, and analysis of academic performance. We will calibrate multiple local assessments with state assessment results to identify students with academic needs. Staff assigned to at-promise students will consistently and proactively communicate with each other and with families to monitor progress, address challenges, and celebrate successes, ensuring Title I students receive timely supplemental supports aligned to identified needs, while maintaining documentation to support program monitoring and evaluation.

EACS-Irvine will provide research-based programs and targeted intervention instruction for all students who qualify based on strategic data analysis and ongoing progress monitoring to ensure accurate identification of student needs, including targeted services supported through Title I funds for eligible students, designed to supplement the core instructional program. Students will receive a personalized instructional pathway for intervention. This may include an online targeted intervention program, small group virtual instruction, tutoring, an SST Plan, and/or test preparation, with Title I funds used to supplement core instructional services, in compliance with federal fiscal requirements The Intervention Department Staff will communicate with parents regularly to provide progress updates and will adjust intervention supports as needed based on student response and demonstrated growth. Students who consistently meet or exceed their intervention goals will be recognized through our WIN incentive program, promoting motivation and celebrating achievement. Through strong administrative support and collaborative ToR/Virtual Teacher Professional Learning Communities (“PLCs”), all students are effectively supported within the MTSS framework, with ongoing adjustments to meet individual needs.

Progress Monitoring

All at-promise students’ diagnostic growth will be analyzed to monitor progress at least twice each school year, with results used to inform instructional decisions and refine supports. This includes evaluation of the effectiveness of Title I funded interventions for eligible students, to ensure services are improving student achievement and informing continuous program improvement Students supported academically through our Intervention Department small group virtual classes will receive more frequent and targeted progress monitoring to ensure timely adjustments to instruction. Student learning goals, progress updates, and any recommended interventions will be clearly communicated to all relevant staff members and families to maintain transparency and collaboration.

Additional Support

Students with further instructional needs and/or other barriers to learning will be supported through our Student Success Team and/or Special Education Team, with Title I resources leveraged, when appropriate, to provide supplemental academic support and family engagement opportunities, in coordination with other federal, state, and local programs. Staff members collaborate regularly and maintain open communication with families to provide personalized interventions, resources, and strategies that target specific areas of student need. This coordinated approach ensures consistency and continuity in supporting student growth across all settings.

Professional Development

We will continue to develop professionally through webinars, attending educational conferences, reading, researching, and collaborating to stay informed of best practices and innovative strategies for supporting at-promise students. School leaders will provide training and resources to all staff members to strengthen capacity in identifying student needs, implementing interventions, and fostering engagement and success among at-promise learners, including training aligned to the effective use of Title I funds and compliance requirements, such as documentation, allowable uses of funds, and program evaluation expectations.

Structural Elements and Strategic Responses for Raising Student Achievement Levels

To meet the challenges faced by struggling students, teachers offer continuous motivation and support, seek ways to engage students in meaningful learning, and work one-on-one with students and parents/guardians to ensure the educational plan is working to achieve the student's academic and social emotional goals. These include individual student/teacher calls, teacher/parent phone/virtual video conferences, student study team phone/virtual conferences with parent/guardian, and in person meetings.

The flexible nature of our pacing and curriculum allow teachers to provide remediation, support, and additional challenge wherever it is needed during the year, proactively supporting students and addressing individual needs before more intensive intervention efforts are required.

While all students can benefit from the flexible pacing inherent in the Charter School's academic program, struggling students in particular will benefit from a curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times.

The academic program will be designed around a wide variety of assignments that afford students varied ways to demonstrate mastery of content. These include, but are not limited to: verbal discussions, written and verbal course assignments, practice assignments, quizzes, journals, essays, creative writing papers, research projects, group projects, exams, reviews/case studies, and Teacher portfolios. Additionally, prep and/or remediation will be available to students in order to help them achieve proficiency on all CAASPP assessments.

Excel Academy-Irvine uses a Multi-Tiered System of Supports ("MTSS") to ensure equitable access and opportunity for all students to achieve State Standards.

Multi-Tiered System of Supports

Tier One (Prevention)

Universal access to high-quality, standards-based, core curriculum through differentiation and personalization is provided for each student. The wide array of curriculum options, instructional techniques, and delivery methods (in-person, virtual, hybrid) serves as a multifaceted intervention benefiting all students. The Existing Schools require participation in school-wide assessments, including a dyslexia screener, and provides school-wide access to personalized lessons to fill in learning gaps. Social Emotional Learning ("SEL") is provided across grades TK-12 to increase student capacity and prevent mental health challenges and behavioral issues.

Tier Two (Structured Intervention)

When students are not showing adequate progress, the intervention team analyzes data to determine the most appropriate academic intervention, such as online personalized lessons, 1:1 tutoring, or targeted small group instruction, with continual progress monitoring to ensure growth. When students need emotional support, appropriate interventions include social-emotional learning, small group counseling, and 1:1 counseling. During small group counseling, students with similar struggles come together to learn coping strategies while receiving understanding and accountability from staff and peers alike. Ongoing collaboration between the parents, teacher, and intervention and counseling staff ensures critical support and continual growth.

Students who need a personalized plan to support academic, social-emotional, or behavioral challenges participate in the Student Success Team ("SST") process. SST Facilitators meet with the parent, teacher, staff, and student (when appropriate) to identify barriers, share strategies, and set agreed upon goals. The SST Team reconvenes to assess the progress made towards those goals within 6-10 weeks.

Tier Three (Intensive Intervention)

Students with the highest level of need are supported through the IEP or 504 Plan process in compliance with state and federal law.

Core Components of MTSS at EACS:

- MTSS plays a vital role in creating a high achieving school as expressed in the following goals: 1) enables parent/guardians to teach students more effectively, 2) enables students to achieve standards, acquire academic and social competencies, become independent learners equipped for life's challenges, and 3) create a collaborative culture among all stakeholders.

    - All students receive high quality, standards based, culturally and linguistically relevant curriculum from teachers/parents, who have high academic and behavioral expectations. The Excel Academy model lends itself greatly to the differentiated instructional model in that the parent/guardian and teacher work together to customize each student's educational plan including curriculum,instructional techniques, instructional delivery, and learning environment. The teacher of record works with the parent/guardian to align the personalized

educational plan to State Standards and ensures a high academic rigor and sufficient progress.

- MTSS ensures continuous student improvement for students at all levels. A team of passionate and dedicated staff members collaborates to continually refine the supports and systems in place. This team regularly analyzes data to determine the impact of programs offered. Then, changes are made based on the findings.

- Staff collaborate to integrate data collected from a variety of sources which includes; state tests, adaptive diagnostics, progress monitoring, pacing and assigned course work, work samples, and teacher observations. The diverse data is used to inform decisions about tiered support and student placement. Additionally, parent/guardian surveys are used to further continuous systemic improvement.

- Staff work collaboratively with parents/guardians to assist in the development of proper behavior of the student in the learning environment. As the students are in a home-based learning environment, parents/guardians may experience behavioral issues that are negatively impacting the students' learning. The parent/guardian and teacher can brainstorm various behavior plans to help the student and parent/guardian. If the behavior needs more intense support, an SST is held to personalize and closely monitor a behavior plan for that student.

- Similarly, the mental and emotional well-being of students at the Existing Schools is paramount. SEL is provided across grade levels in Tier 1. When students continue to struggle they are supported through SST meetings, 1:1 school counseling, or referred for a 504 Plan or for special education evaluation. We also provide a care coordination service to assist families in connecting to licensed therapists or treatment when necessary.

The MTSS process is not a substitute for a 504 Plan, nor does it determine eligibility for 504 accommodations. As a result of the MTSS process, a referral may be made to the 504 team if they suspect that a student has a medical diagnosis that substantially limits or prohibits their participation in a major life activity. If a student has an existing 504 Plan, the teacher will follow the appropriate procedure listed in the Teacher Manual. The MTSS process addresses general education strategies and interventions in response to a teacher/parent concern. It does not prevent or impede a direct referral to the SPED Department by a parent/guardian. The MTSS process provides recommendations regarding the full continuum of interventions and services available at Excel Academy-Irvine, including the provision of information to teachers and parents/guardians regarding the process of referring a student to the Special Education ("SPED") Department. It is important to recognize the general education ownership of this process, while also emphasizing that the MTSS process cannot be a substitute for special education services. Teachers will request an SST meeting when it becomes apparent that a student is not responding to documented support provided, and when the parent/guardian's attempt to implement different strategies independently has been unsuccessful. Once the teacher and parent/guardian have gone through both Tier 1 and Tier 2, and it has been determined that a student is at Tier 3, a meeting is scheduled.

Student Success Team

The SST is a team of parents, teachers, staff members, and the student (when appropriate) led by an SST facilitator. The team meets to clarify challenges, develop strategies and assign interventions to assist an

individual student with academic, social-emotional, and/or behavioral needs. The support provided is personalized for each student. Goals are established along with a clear accountability system to monitor progress. Follow-up meetings are scheduled as needed based on student progress towards their goals. All meetings are documented on an SST form which is signed by all parties. SST meetings can be requested by parents, teachers or school staff.

An SST is a Tier 2 (MTSS) general education function. A wide variety of students can benefit from an SST, including but not limited to those performing below grade level, those performing above grade level, and students experiencing social-emotional and/or behavioral challenges.

Credit Recovery

EACS-Irvine will offer a credit recovery option for students. EACS-Irvine credit recovery students will have the potential to recover credits depending on how quickly courses are completed. Students will receive personalized support from the School Counselor and/or Teacher of Record which includes weekly check-ins via email or phone, a credit recovery plan of courses the student needs to retake, and encouragement and pacing assistance to keep students moving through the courses. Teachers may provide students with recorded live sessions, tutoring, and any other support they need to be successful in their classes.

11) Plan for Students Who Are Academically High Achieving

The personalized education model of EACS-Irvine is ideal for supporting students outside of the average range, which includes students who are high achieving and/or gifted. The Existing Schools offer individualized academic plans for high achieving students through curriculum/course selection and differentiated instruction. High achieving students are encouraged to combine acceleration with enrichment for a balanced program. Acceleration allows students to work through curriculum at a faster pace, while enrichment challenges students to cover standards with greater depth and complexity.

Junior High - Students Optimizing Academic Reach (“S.O.A.R.”) Honors Program

The S.O.A.R. program prepares students for advanced and/or honors high-school readiness by providing opportunities for critical thinking, in-depth analysis, and hands-on learning. Students may choose to soar in one or all of their junior high courses.

Advanced high school courses

Junior high students may take a high school, honors-level math and/or world language course with prior written approval. Junior high students do not receive a GPA bump for honors courses. The student must meet initial eligibility requirements as outlined in the Charter School handbook.

High School - High Achieving Student Options

High achieving high school students, specifically, have many options for accelerating and going deeper into the curriculum. Students can take a rigorous course load through our honors and AP courses. Additionally, high achieving students will have access to various community opportunities to further enhance their interests and studies such as CTE courses, community college concurrent enrollment courses, and other classes provided by our Content & Community Providers. These students will also be encouraged to participate in supplemental programs such as the National Honor Society. School counselors will offer guidance through the college process, from creating a four-year plan, to concurrent enrollment, and culminating in the college application process during senior year. Exceptional students who wish to accelerate through the curriculum and graduate early will have an opportunity to do so with secondary education leadership teacher approval.

12) Plan for English Learners

The Existing Schools crafted an English Learner Master Plan aimed at developing and executing a comprehensive strategy to cater to English Learner ("EL") students, including Long Term English Learners ("LTEL") or those at risk of becoming Long Term English Learners. This plan is meticulously designed to address their needs, adhere to all state and federal mandates, and has a clear objective of transitioning students out of EL status, ultimately designating them as Reclassified Fluent English Proficient ("RFEP"). EACS-Irvine will oversee the facilitation and proctoring of English Language Proficiency Assessments for California ("ELPAC") testing through trained and qualified staff members. Collaborating closely with educators, EACS-Irvine will deliver EL support within the general education framework as outlined in the EL Master Plan (attached as Exhibit B). EACS-Irvine is committed to meeting all relevant legal obligations concerning EL students, including parent/guardian notifications, student identification, placement procedures, program options, EL and core content instruction, teacher qualifications and training, reclassification processes, program effectiveness, and standardized testing mandates. Should the need arise, documents such as ELPAC testing correspondence, reclassification materials, and the Master Agreement will be translated for accessibility.

Identifying Students as English Learners

EACS-Irvine will administer the home language survey ("HLS") upon a student's initial enrollment into the Charter School, if the student is new to California schools. If the student has attended a school elsewhere in California, EACS-Irvine uses the initial HLS. Students are targeted for ELPAC testing when the HLS , administered on enrollment forms, indicates that their primary home language is a language other than English. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: beginning to develop) and is aligned with the California ELD Standards.

- All students identified as EL students via the home language survey will take the Initial ELPAC assessment within 30 calendar days of enrollment if they have not previously been identified as an English Learner by a California public school or for whom there is no record of results from an

administration of an English language proficiency test.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status. TK students are monitored by the LEA, but are not required to take the Initial ELPAC assessment until kindergarten.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The Summative ELPAC is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are administered during separate testing windows.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

EACS-Irvine will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty (30) days of receiving results from the state. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Criteria for Reclassifying EL Students

The following criteria are used in tandem to determine whether to reclassify a student as proficient in English:

- Summative ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Opinion and Consultation
- Smarter Balanced and/or local assessments can be used in determining student readiness for

reclassification.

Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when ELPAC score reports are received by the charter. Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification. Once the letter has been signed by the administration and the parents of the student, the reclassification will take place. The language acquisition status of the student will be updated in the student information system and in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.

Instruction for English Learners

English Learners at the Existing Schools receive Structured English Immersion through a personalized model that includes both Designated and Integrated English Language Development ("ELD") aligned to the California ELD Standards. Instruction is designed to address students' individual language and academic needs through flexible scheduling, small-group instruction, and individualized learning plans.

Designated ELD is delivered through targeted small-group instruction focused on English language development, including academic vocabulary, language structures, and conversation. Instruction is scaffolded to support students at varying English proficiency levels and emphasizes explicit modeling, guided practice, and ongoing opportunities to develop speaking, listening, reading, and writing skills.

Integrated ELD is embedded across all content areas, with CLAD-certified teachers incorporating language development into grade-level instruction aligned to students' individualized learning plans. Within the personalized pathway, CLAD-certified teachers also support parents in integrating ELD into the core curriculum. Instructional materials and strategies are intentionally selected to support access to ELD standards through guided instruction and independent practice.

English Learners are further supported through individualized goal setting, flexible instructional approaches, and multiple opportunities to demonstrate mastery of content and language standards, including performance-based assessments and writing tasks. Student progress is monitored weekly and parents receive ongoing updates on class attendance and homework completion. Formative assessments, work samples, and ongoing review of ELPAC and CAASPP data are also used to measure student progress throughout the year. English Learners who are not making adequate progress receive additional targeted support through the Student Success Team (SST).

13) Plan for Special Education

EACS-Irvine understands that the Charter School has the obligation to serve students with exceptional needs and that the Charter School, pursuant to applicable state and federal law, must ensure that all of its students have access to a free appropriate public education ("FAPE") in the least restrictive environment ("LRE"). The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.

EACS-Irvine will be its own local educational agency ("LEA") and will be a member of Sonoma County Charter Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a). The Charter School shall provide the District evidence of membership. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan. A change in LEA status or SELPA membership shall not require a material revision of this charter.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. Any and all policies and procedures that require additional personalization to reflect best practices regarding the implementation of state and federal laws will be reflected in a separate, EACS-Irvine board approved policy. These policies may serve as a supplement to those provided by the SELPA. Pursuant to Education Code Sections 47646 and 56145, the Charter School shall serve students with disabilities in the same manner as such students are served in other District schools, with the exception of program modifications required to provide these supports in the flex-based, independent study setting.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability.

The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors, provided that they meet criteria as a Non-Public Agency ("NPA").

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

EACS-Irvine anticipates enrolling students with active IEPs or enrolling students who may require formal evaluation for consideration of appropriate eligibility, placement and services. EACS-Irvine will work proactively and cooperatively with families and staff to adhere to state and federal mandates in identifying and serving students with unique educational needs related to a disability condition, including but not limited to completing assessments creating and updating support plans (e.g. Intervention plans, 504 Plans, and IEPs); and arranging for specialized services as provided by EACS-Irvine staff, outside providers or by SELPA staff as appropriate . EACS-Irvine will integrate all requirements of the IDEA and the Education Code into program development and will ensure that students with disabilities are provided with a full continuum of supports and services within the independent study setting in order to provide added flexibility and personalization to meet their unique needs as learners. We will also ensure that:

- We employ admissions and enrollment practices that are non-discriminatory toward students with documented disabilities.
- Students with special education services are under the guidance of and receive personalized support from appropriately credentialed EACS-Irvine Special Education staff.
- Special Education Case Managers are supported to ensure that the staff working with students with IEPs are provided guidance and training related to fulfilling the requirements of IEP implementation and supporting the unique educational needs of learners in the flexible, personalized charter setting.
- In working with Special Education students, EACS-Irvine will ensure that the independent study setting is the least restrictive environment ("LRE") and the appropriate placement for the student to make progress, as required by law. In order to support this initiative, EACS-Irvine will maintain a robust

continuum of services and support levels to meet the unique needs of each student.

- EACS-Irvine requests and obtains student's cumulative files and other documents in a timely fashion following enrollment.
- EACS-Irvine will review student assessment data, including but not limited to state-mandated testing and benchmark assessment in order to identify students who may be falling behind expectations in their academic progress and in need of intervention, additional support, or evaluation for 504 accommodations or special education services. This initiative will be an ongoing multi-disciplinary task involving credentialed specialists with a variety of expertise supporting a multi-tiered systems of support ("MTSS") framework of identification, intervention, progress monitoring, and referral to 504 and/or IEP team consideration as appropriate.

Services for Students under the IDEA

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students with IEPs enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA guidance in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent/guardian complaints, and maintaining the confidentiality of student records. Any and all policies and procedures that require additional personalization to reflect best practices regarding the implementation of state and federal laws will be reflected in a separate, board approved policy. These policies may serve as a supplement to those provided by the SELPA.

EACS-Irvine agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to EACS-Irvine' students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at EACS-Irvine shall be delivered by individuals who are appropriately credentialed in the area of assigned services, or agencies who employ qualified staff to provide special education services as required by the Education Code and the IDEA. EACS-Irvine staff shall participate in District or SELPA in-service training relating to special education as assigned. Substitute providers who are not credentialed in special education may be utilized in accordance with Education Code regulations.

EACS-Irvine shall be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, school psychologists, paraprofessionals, speech and language pathologists, and occupational therapists. EACS-Irvine shall ensure that all special education staff hired or contracted by EACS-Irvine are qualified and meet all legal requirements. EACS-Irvine shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to EACS-Irvine students as appropriate. Additional staff may be contracted to support low-incidence disabilities and less common specialty areas, provided that the partner agency maintains appropriate designation as a NPA or Non-Public School ("NPS").

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

EACS-Irvine has the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. EACS-Irvine will implement evidence-based policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred for special education only after the resources of the regular education program have been considered and, where appropriate, utilized. In support of this process, EACS-Irvine staff will be required to refer students to a SST for guidance with Tier 1 intervention and individualized strategies to support student progress with maximum engagement with and exposure to general education content.

EACS-Irvine will follow Child Find procedures to identify all students who may require assessment and will consider special education eligibility and related services in the case that general education interventions do not provide adequate support to the student in question.

Students who are suspected of potentially having a disability condition under IDEA will be screened from already available data (i.e., state testing, local assessment, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. EACS-Irvine shall follow the multi-tiered system of support to integrate supplemental instruction to students in areas of identified need to varying degrees. Both staff and parents/guardians will support student participation in this process to increase its effectiveness. If the process results in a determination that the plan is not sufficient to meet the student's needs or the student is identified as potentially presenting with a disabling condition, the student may be referred for services through the provisions of a Section 504 Plan, if appropriate. If a 504 plan is deemed insufficient or inappropriate,or the student may be referred for a formal special education assessment.

Special education and related services are provided at no cost to students or their families.

Referral and Assessment

EACS-Irvine students who are referred for special education testing after admission to the Charter School will be evaluated for supports using appropriate procedures and assessments by EACS-Irvine staff or properly credentialed contracted agency staff. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, EACS-Irvine will develop an IEP document outlining an offer of FAPE. Students who meet eligibility criteria for a disability under the IDEA and the Education Code will receive special education and/or related services in accordance with the resulting Individualized Education Program. The services may or may not be supplied directly by EACS-Irvine staff. This determination is dependent on student needs and /or the availability of services which may be provided by outside agency-based providers. A robust continuum of services and supports will be available to EACS-Irvine students and may include seeking to place students in a district or county-based program if necessary to meet the student's unique educational

needs. Any educational placement offered by an LEA other than EACS-Irvine will be contingent upon agreement between the IEP team, EACS-Irvine and the receiving LEA. EACS-Irvine will recruit and maintain appropriately credentialed, highly qualified special educators to provide individualized student case management, direct instruction, related services, and consultation services to serve the majority of student needs for those requiring special education placement and services. Placement or services with outside agencies, non-public schools, and/or other LEAs will only be sought in the event that the student's individualized needs cannot be adequately met by EACS-Irvine's internal special education staff.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. EACS-Irvine shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. EACS-Irvine shall obtain parent/guardian consent via formal Assessment Plan ("AP") in order to assess students for consideration of initial and/or continued special education eligibility. EACS-Irvine will employ or partner with appropriately credentialed staff to consider eligibility across all areas of suspected disability and will provide oversight, feedback, and training in assessment best practices.

IEP Meetings

EACS-Irvine shall arrange and notice the necessary IEP meetings according to IDEA and Education Code requirements and guidance. IEP team membership shall be in compliance with state and federal law. EACS-Irvine plans and conducts the IEP team meetings and will designate staffing and other resources needed to implement the special education and related services called for by the IEP. EACS-Irvine shall be responsible for having the following individuals in attendance at the IEP meetings: the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher and/or special education case manager; the student's general education teacher if the student is or may be receiving general education; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. EACS-Irvine shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights. Student progress toward the goals specified in the IEP are monitored regularly, shared with parents at least bi-annually in accordance with report card timelines, and formally reviewed by the IEP team annually at minimum. Each student's IEP will reflect individualized accommodations, modifications, goals, and services as appropriate. If the student's IEP team determines that the student requires placement outside of a general education classroom, EACS-Irvine will provide the necessary placement and/or services. If the student requires services, supports, or an educational placement outside of the independent study setting; appropriate efforts will be made to locate and place the student in an educational setting that can provide support per their IEP. The instruction and supports outlined in each student's IEP will be delivered by personnel who are qualified and appropriately credentialed to do so.

IEP Development

EACS-Irvine understands that the decisions regarding eligibility, goals/objectives, program, services,

placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law. The Charter School shall provide assistive technology devices in compliance with Education Code Section 56040.3 if the IEP team determines that such access is necessary.

IEP Implementation

EACS-Irvine shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, materials, virtual classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

EACS-Irvine shall comply with Education Code Section 56325 with regard to students transferring with an active IEP within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll from another school district within the State, but outside of the SELPA within the same academic year, EACS-Irvine shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP for a period not to exceed thirty (30) days, by which time EACS-Irvine shall either adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into EACS-Irvine from a district operated program under the same special education local plan area within the same academic year, EACS-Irvine shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/guardian and EACS-Irvine agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to EACS-Irvine with an active IEP from outside of California during the same academic year, EACS-Irvine shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parent/guardians, until an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code is completed and an IEP meeting held to review the results and discuss the determination of eligibility according to state of California regulations.

Non-Public Placements/Non-Public Agencies

EACS-Irvine shall be solely responsible for selecting, contracting with, and overseeing all services provided via non-public schools and non-public agencies ("NPAs") used to serve special education students. EACS-Irvine shall develop an independent MOU with each NPS to outline additional details of the relationship between EACS-Irvine and the NPS, including but not limited to provisions regarding

communication, oversight, rates of service and determination of continued student placement. EACS-Irvine shall similarly develop an independent contract with each NPA that is utilized to provide services to students.

Non-Discrimination

It is understood and agreed that all children shall have access to EACS-Irvine and no student shall be denied admission nor counseled out of moving forward with enrollment due to the nature, extent, or severity of the student's disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Concerns or disagreements raised by parents/guardians regarding their student's IEP will be acknowledged by EACS-Irvine within fifteen calendar days. EACS-Irvine will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement or will propose the scheduling of an IEP meeting to address parent concerns if appropriate. If a disagreement or concern persists, parents or guardians have the right to either request alternative dispute resolution ("ADR") or to initiate a due process hearing through the Special Education Unit of the Office of Administrative Hearings ("OAH") to challenge a decision regarding the identification, evaluation, or educational placement of their child. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

EACS-Irvine acknowledges its responsibility to resolve disputes or respond to due process complaints arising as a result of EACS-Irvine's alleged failure to provide FAPE to students enrolled in the charter school. EACS-Irvine may also initiate ADR, mediation, or a request for a due process hearing with respect to a student enrolled in EACS-Irvine with an IEP if it determines such action is legally necessary or advisable.

SELPA Representation

EACS-Irvine understands that it shall represent itself at all SELPA meetings.

Funding

EACS-Irvine understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act/ADA

EACS-Irvine recognizes its legal responsibility to ensure that no qualified person with a disability shall, on

the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of EACS-Irvine. EACS-Irvine is committed to protecting all students from discrimination under state and federal law. EACS-Irvine will ensure all students who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment, are eligible for protections under Section 504 and the Americans with Disabilities Act. EACS-Irvine will provide FAPE to those students through the creation and implementation of a Section 504 Plan. EACS-Irvine shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of EACS-Irvine shall be accessible for all students with disabilities in accordance with the ADA.

The 504 Plan Process: The 504 Coordinator will assemble a 504 team as needed. The team will include the parent/guardian, the ToR, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, accommodations, and the legal requirements for the least restrictive environment.

The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for determining whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may also be used to help determine eligibility under Section 504. The student evaluation will be carried out by the 504 team, who will evaluate the nature of the student's disability and its impact on the student's education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will be identified as a person with a disability is made by the 504 team in writing, and notice will be provided to the parent or guardian in their primary language, along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a FAPE.

In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the EACS-Irvine professional staff. Parents or guardians will be invited to participate in 504

team meetings where program accommodations, modifications or services for the student will be determined they will have an opportunity to review all relevant records in advance. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. Students with a disability requiring program modifications shall be placed in the least restrictive environment, with students who are not disabled, to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, and continued eligibility or readiness to discontinue the 504 Plan.

14) Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals and actions, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student groups. The metrics associated with these goals help the Charter School to ensure that these specific student groups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The Charter School shall develop the LCAP in accordance with Education Code Section 47606.5 and use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable student outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all students of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups of students served by the charter school, as that term is defined in subdivision of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." – Education Code Section 47605(c)(5)(B)

Charter School Goals, Actions and Measurable Outcomes that Align With the State Priorities	
Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d). <u>Local Control and Accountability Plan</u> In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.	
<u>State Priority #1— Basic Services</u> *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
Subpriority A – Teachers	
Goal to Achieve Subpriority	Ensure all teachers are appropriately assigned and fully credentialed to deliver high-quality, standards-aligned instruction in all subjects.
Actions to Achieve Goal	• Recruit and retain appropriately credentialed, qualified teachers (i.e. all grade levels, A-G courses, CTE courses, ELD courses) • Monitor teacher assignments annually • Provide professional development aligned to student engagement and instructional needs: ○ English Language Arts (ELA) and math

	○ All students including student groups: English learners (EL), students with disabilities (SWD), socioeconomically disadvantaged (SED), and foster youth (FY) students ○ Elementary and secondary instruction and assessment
Measurable Outcome	100% of teachers are appropriately assigned and credentialed
Methods of Measurement	● Credential and assignment audits ● CALPADS reporting ● Annual staffing review
Subpriority B – Instructional Materials	
Goal to Achieve Subpriority	Provide all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) with access to standards-aligned instructional curriculum, resources, materials, and Muli-Tiered Systems of Support (MTSS) aligned interventions to strengthen skills and close learning gaps.
Actions to Achieve Goal	● Maintain standards-aligned curriculum in all subjects, including designated and integrated ELD curriculum for English learners ● Implement a Multi-Tiered System of Supports (MTSS) to ensure students receive appropriate instructional materials and interventions aligned to identified academic needs ● Provide direct ELA and math Tier 2 and Tier 3 interventions for students performing below grade level on i-Ready benchmark diagnostic assessments ● Provide supplemental MTSS-aligned instructional materials, including personalized lessons through i-Ready, Lexia, and DreamBox, to support targeted skill development ● Use universal screening and progress monitoring data to adjust instructional materials and interventions within the MTSS framework ● Conduct an annual instructional materials sufficiency review to ensure alignment with state standards and MTSS implementation needs
Measurable Outcome	Excel Academy-Irvine will maintain high performance above state averages on assessments, ensuring all students have access to standards-aligned materials and MTSS interventions that support measurable growth toward grade-level standards.
Methods of Measurement	● Semiannual review of individual students' *Course of Study* ● Monitoring curriculum pacing and completion ● Collection of student work in each subject ● Evaluation of coursework and assessments ● Learning period meeting observations and virtual classroom observations ● Ongoing data analysis from the Assessment and Accountability, Education, Intervention, and Special Education Departments
Subpriority C – Facilities	
Goal to Achieve Subpriority	Ensure that the central administrative office is maintained in good repair and meets health and safety standards, consistent with the school's independent study and virtual instructional model.
Actions to Achieve Goal	● Maintain a central administrative office that complies with health, safety, and accessibility requirements ● Conduct annual facility inspections of the central administrative office ● Address facility maintenance needs promptly

	• Provide annual safety trainings in compliance with all law
Measurable Outcome	The central office used by the school meets "good repair" standards and supports safe operations.
Methods of Measurement	Annual Facility Inspection Tool (FIT) or equivalent inspection Maintenance and safety logs Work order documentation
State Priority #2— Implementation of State Standards *Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to former Section 60811.3, as that section read on June 30, 2013, or former Section 60811.4, as that section read on June 30, 2016, for purposes of gaining academic content knowledge and English language proficiency*	
Subpriority A – State Standards Implementation	
Goal to Achieve Subpriority	Ensure full implementation of California State Standards aligned to support all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students), and other identified subgroups) engagement and achievement.
Actions to Achieve Goal	• Implement standards-aligned curriculum • Use standards-based local and state assessments • Provide professional development on instructional strategies • Ongoing instructional coaching (teachers and parents)
Measurable Outcome	Students consistently engage in standards-aligned instruction, with access to materials and interventions that support mastery of grade-level standards.
Goal and Outcomes for Subgroups	English Learners 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. 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 Students with Disabilities Goal to Achieve Subpriority - Ensure full implementation of California State Standards for students with disabilities through inclusive, standards-aligned instruction, appropriate accommodations, and individualized supports that promote access to grade-level curriculum. Measurable Outcomes -

	● Credentialed general and special education teachers consistently implement standards-aligned instruction with appropriate accommodations and modifications ● Students with disabilities demonstrate progress toward grade-level standards and Individualized Education Program (IEP) goals ● Increased student engagement and participation in Specialized Academic Instruction (SAI) classes and inclusive learning environments Foster Youth Goal to Achieve Subpriority - Ensure full implementation of California State Standards for foster youth by providing consistent, high-quality instruction, targeted academic supports, and stability in learning environments to promote academic achievement and engagement. Measurable Outcomes - ● Foster youth demonstrate progress toward grade-level academic standards ● Improved attendance, engagement, and academic performance for foster youth ● Foster youth receive timely academic interventions and support services as needed Socioeconomically Disadvantaged Goal to Achieve Subpriority - Ensure full implementation of California State Standards for socioeconomically disadvantaged students through equitable access to standards-aligned instruction, instructional resources, and targeted academic support. Measurable Outcomes - ● Teachers consistently implement standards-aligned instruction that addresses diverse learning needs ● Socioeconomically disadvantaged students demonstrate progress toward grade-level academic standards ● Increased engagement and reduced achievement gaps as measured by assessments and state indicators
Methods of Measurement	Personalized Path - ● Administrative and peer observations, and grade level PLC collaboration ● Review of course of study (chosen curriculum) and pacing guides ● Collect student work across all core academic subjects ● Analysis of assessments data and goal setting progress ● Learning Period (LP) Meetings/Conferences Virtual Path - ● Administrative and peer observations, and grade level PLC collaboration, ● Team teaching ● Parent-Teacher conferences ● Lesson plan reviews ● Review of coursework and collected body of work

	• Analysis of assessments and goal setting progress
Subpriority B – EL Students & Academic Content Knowledge	
Goal to Achieve Subpriority	Improve academic achievement of English learners in ELA and Math.
Actions to Achieve Goal	• Targeted academic interventions • Differentiated instruction • Data monitoring through i-Ready, CAASPP, and ELPAC
Measurable Outcome	EL students demonstrate increased performance on local and state assessments (i-Ready, CAASPP, and ELPAC).
Methods of Measurement	• Evaluation of coursework completion and course assessments • i-Ready, ELPAC, and CAASPP results and progress • Progress towards individual student goals • Learning Period (LP) Meetings/Conferences
Subpriority C – EL Students & English Language Proficiency	
Goal to Achieve Subpriority	Increase English language proficiency for EL students.
Actions to Achieve Goal	• Implementation and analysis of designated and integrated English Language Development (ELD) instruction • Targeted supports based on ELPAC data • Goal setting and teacher/parent/student conferences
Measurable Outcome	EL students make annual progress toward English proficiency by showing progress on the Summative ELPAC assessment.
Methods of Measurement	• Student coaching and conferencing • Progress towards individual student goals • Analysis of Summative ELPAC results and individual student progress
State Priority #3— Parental Involvement and Family Engagement *Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.*	
Subpriority A – Achieving/Maintaining Parental Involvement	
Goal to Achieve Subpriority	Ensure meaningful parent and family engagement for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) by promoting communication, participation, and shared decision-making to support academic success and student well-being.
Actions to Achieve Goal	• Maintain consistent, two-way communication with parents and guardians regarding academic progress, student well-being, attendance, and school expectations • Offer regular in person and virtual parent-teacher conferences, meetings, and workshops • Provide families with access to online platforms to monitor student progress and communicate with staff • Share school updates, resources, and opportunities for involvement through newsletters, emails, school website, Beehively (school-wide, streamlined communication platform), social media platforms, and offered meetings with Principals

	● Provide multiple opportunities for parent input through surveys and forums
Measurable Outcome	● Parental participation in conferences, meetings, and school communication activities is maintained or increases year over year. ● Families report increased understanding of academic expectations, attendance requirements, and available school supports
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Ensure families of English learners are meaningfully engaged in their students' education by providing accessible, culturally responsive, and language-appropriate communication and opportunities for participation in school activities and decision-making. Measurable Outcomes - ● Increased participation of English Learner families in parent-teacher conferences, ELAC meetings, and school events ● School communications are translated and provided in families' primary languages upon request ● Survey data indicates improved family understanding of English language development goals, reclassification criteria, and available academic supports ● Increased satisfaction with communication and collaboration, as reflected in survey results Students with Disabilities Goal to Achieve Subpriority - Ensure families of students with disabilities are actively involved as partners in their students' educational planning and progress by providing clear, timely communication and inclusive opportunities for engagement and decision-making. Measurable Outcomes - ● Successful facilitation of parent involvement in IEP meetings, progress reviews, and support meetings ● Families report increased understanding of student progress and access related to IEP goals, accommodations, and support services ● Increased family satisfaction with communication and collaboration, as reflected in survey results Foster Youth Goal to Achieve Subpriority - Ensure caregivers, education rights holders, and support agencies for foster youth are consistently engaged and informed to support academic stability, social-emotional well-being, and timely access to school services. Measurable Outcomes - ● Increased participation of caregivers and education rights holders in conferences, meetings, and school communication efforts ● Improved consistency in communication regarding academic progress, attendance, and support services ● Foster youth families and support partners report increased awareness of available academic, counseling, and wraparound supports

	● Increased satisfaction with communication and collaboration, as reflected in survey results Socioeconomically Disadvantaged Goal to Achieve Subpriority - Reduce barriers to family engagement for socioeconomically disadvantaged students by providing flexible, accessible, and supportive opportunities for communication, participation, and shared decision-making. Measurable Outcomes - ● Increased participation of families in conferences, workshops, and school events through flexible scheduling and virtual options ● Families report increased awareness of academic expectations, attendance requirements, and available school and community resources ● Survey results indicate improved family confidence in supporting student learning and school engagement
Methods of Measurement	● Learning Period (LP) meeting/conferences - participation records ● Attendance logs from in person and virtual parent meetings, workshops, and information sessions ● Parent communication (emails, phone calls, messaging platforms) ● Parent and student engagement survey results ● Monthly parent pulse surveys ● Website and learning platform usage data related to parent access
Subpriority B – Promoting Parent Participation	
Goal to Achieve Subpriority	Increase meaningful parent and guardian participation for all students - (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) in school programs, activities, and decision-making to support student learning in a personalized and virtual learning environment.
Actions to Achieve Goal	● Provide multiple opportunities for parent engagement through virtual meetings, workshops, and conferences ● Maintain regular, two-way communication with families via email, phone calls, learning platforms, and the school website ● Offer flexible meeting times to accommodate family schedules ● Share timely information related to academic progress, attendance, and school initiatives ● Provide accessible communication in languages spoken by families
Measurable Outcome	Increased parent participation in school-sponsored meetings, activities, and feedback opportunities.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Increase participation of English Learner families in school programs and decision-making by offering language-accessible, culturally responsive engagement opportunities in virtual and in-person formats. Measurable Outcomes - ● Increased attendance of English Learner families at school meetings, workshops, and engagement activities

	● Increased use of translated materials and language-support services during meetings and communications ● Survey results indicate improved family confidence in participating in school programs and supporting student learning Students with Disabilities Goal to Achieve Subpriority - Promote active participation of families of Students with disabilities in school activities and decision-making processes by ensuring accessible communication and flexible opportunities for engagement. Measurable Outcomes - ● Families report increased understanding of student progress and access related to IEP goals, accommodations, and support services ● Survey data reflects improved satisfaction with opportunities for involvement and collaboration Foster Youth Goal to Achieve Subpriority - Increase participation of caregivers, education rights holders, and support agencies for foster youth in school programs and decision-making to promote stability, engagement, and academic success. Measurable Outcomes - ● Increased participation of foster youth caregivers and education rights holders in meetings and school activities ● Improved communication frequency between school staff and foster youth support teams ● Caregivers report increased awareness of school programs, academic expectations, and available student supports Socioeconomically Disadvantaged Goal to Achieve Subpriority - Increase participation of families of socioeconomically disadvantaged students by reducing barriers to engagement and offering flexible, accessible opportunities for involvement in school programs and decision-making. Measurable Outcomes - ● Increased attendance of families at virtual and in-person meetings, workshops, and school events ● Families report improved access to information and increased confidence in participating in school activities ● Survey results indicate greater family awareness of academic programs, attendance expectations, and support services
Methods of Measurement	● In person and virtual Learning Period (LP) meeting attendance ● Attendance logs for Schoolsite Council (SSC), English Learner Advisory Committee (LCAP), Parent Advisory Committee (PAC), Parent Power-Up (yearly educational partner professional development training) ● Parent conference participation records ● Parent survey participation rates and feedback

Subpriority C – Promoting Parent Participation for Unduplicated Students and Students with Exceptional Needs	
Goal to Achieve Subpriority	Increase participation and engagement of parents and guardians of unduplicated students and students with disabilities in school programs, planning, and decision-making.
Actions to Achieve Goal	• Provide targeted outreach to families of English learners, low-income students, foster youth, and students with disabilities • Offer translated materials and interpretation services as needed • Conduct IEP, 504, and Student Support Team (SST) meetings, and academic conferences in person and virtually to increase accessibility • Assign staff to support family engagement and communication for identified student groups
Measurable Outcome	Increased participation of parents and guardians of unduplicated students and students with exceptional needs in school-based meetings and engagement activities.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Increase engagement of English Learner families in school planning and decision-making by providing targeted outreach, language-accessible communication, and culturally responsive engagement opportunities. Measurable Outcomes - • Increased participation of English Learner families in conferences, planning meetings, and school engagement activities • Consistent availability and use of translated materials and interpretation services • Survey results indicate improved family understanding of academic programs, English language development supports, and participation opportunities Students with Disabilities Goal to Achieve Subpriority - Ensure parents and guardians of students with disabilities are actively involved in educational planning, support services, and decision-making processes. Measurable Outcomes - • Successful facilitation of parent involvement in IEP meetings, progress reviews, and support meetings • Families report increased understanding of student progress and access related to IEP goals, accommodations, and support services • Increased family satisfaction with communication and collaboration, as reflected in survey results Foster Youth Goal to Achieve Subpriority - Increase participation of caregivers and education rights holders of foster youth in school planning and engagement activities to support academic continuity and student well-being.

	Measurable Outcomes - ● Increased attendance of foster youth caregivers and education rights holders at meetings and conferences ● Improved consistency of communication between school staff, caregivers, and support agencies ● Caregivers report increased awareness of school programs, academic expectations, and support services Socioeconomically Disadvantaged Goal to Achieve Subpriority - Increase participation of families of socioeconomically disadvantaged students by reducing barriers to engagement and providing targeted outreach and flexible participation options. Measurable Outcomes - ● Increased family participation in school meetings, workshops, and planning activities ● Families report improved access to information and increased confidence in engaging in school decision-making ● Survey results show greater awareness of available academic, attendance, and student support programs
Methods of Measurement	● IEP, 504, and Student Support Team (SST) meeting attendance records ● Participation data from targeted outreach activities ● Parent survey results disaggregated by subgroup ● Communication and contact logs

State Priority #4— Student Achievement

Pupil achievement, as measured by all of the following, as applicable:

A. *California Assessment of Student Performance and Progress statewide assessment*
B. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements*
C. *The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study*
D. *Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California*
E. *EL reclassification rate*
F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program*

Subpriority A – CAASPP	
Goal to Achieve Subpriority	Increase the percentage of all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) meeting or exceeding standards in ELA, math, and science.
Actions to Achieve Goal	● Provide standards-aligned curriculum, assessments, and supplemental work ● Provide intensive intervention for students performing below grade level ● Provide targeted academic interventions

	● Prepare students for state assessments - ○ Administer direct teacher led test preparation opportunities to learn to navigate the test system and prepare for performance tasks ○ Provide opportunities to take state created practice tests ● Analyze prior year's CAASPP and CA Dashboard results by subject, student groups, and 5x5 metrics ○ Conduct an internal audit of student progress within domains to determine individual support needed to see increased student outcomes
Measurable Outcome	Excel Academy will maintain high performance above state averages on the CAASPP ELA, math, and CAST assessments, ensuring all students have access to MTSS interventions that support measurable growth toward grade-level standards.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Increase the percentage of English learners meeting or exceeding CAASPP standards in ELA and math by strengthening academic language development, providing designated and integrated ELD instruction, and offering targeted interventions aligned to grade-level standards. Measurable Outcomes - ● Increase the percentage of English learners meeting or exceeding standards on the CAASPP ELA and math assessments compared to the prior year. ● Reduce the percentage of English learners performing at the "Standard Not Met" level in ELA and math. ● Demonstrate growth in benchmark assessments and ELD course progress monitoring measures. Students with Disabilities Goal to Achieve Subpriority - Increase the percentage of students with disabilities meeting or exceeding CAASPP standards in ELA, math, and science through specially designed instruction, appropriate accommodations, and targeted interventions aligned to IEP goals. Measurable Outcomes - ● Increase CAASPP participation and performance rates for students with disabilities in ELA, math, and science. ● Improve the Distance from Standard (DFS) for students with disabilities as reported on the CA Dashboard. ● Demonstrate progress toward IEP academic goals as measured by progress reports and benchmark assessments. Foster Youth Goal to Achieve Subpriority - Increase the academic achievement of foster youth on CAASPP assessments in ELA, math, and science by providing consistent instructional support, academic monitoring, and targeted interventions to address learning gaps caused by mobility or trauma.

	Measurable Outcomes - ● Increase the percentage of foster youth meeting or exceeding CAASPP standards in ELA and math. ● Improve individual student growth on benchmark assessments. ● Reduce achievement gaps between foster youth and the all-student group. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Increase the percentage of socioeconomically disadvantaged students meeting or exceeding CAASPP standards in ELA, math, and science by ensuring access to high-quality instruction, supplemental academic supports, and targeted interventions. Measurable Outcomes - ● Increase CAASPP proficiency rates for socioeconomically disadvantaged students in ELA, math, and science. ● Decrease achievement gaps between socioeconomically disadvantaged students and non-SED peers as reflected on the CA Dashboard.
Methods of Measurement	● Analysis of CAASPP score reports ● Analysis of the CA Dashboard 5x5 metrics and associated colors including the UC/CSU Requirements and CTE Pathway Completion Report ● Monitor participation in test prep sessions and completion of test prep packets
Subpriority B – UC/CSU Course Requirements	
Goal to Achieve Subpriority	● Ensure all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) have access to all necessary UC/CSU A–G courses to meet UC/CSU course requirements. ● Increase the percentage of students completing UC/CSU-approved courses.
Actions to Achieve Goal	● Partner with CCGI to ensure A-G catalog alignment. ● Review student transcripts and digital school planners annually to monitor A–G progress. ● Provide academic counseling focused on UC/CSU eligibility. ● Offer A–G–approved courses and tutoring support. ● Inform students and parents about UC/CSU requirements through parent education opportunities and workshops.
Measurable Outcome	● Ensure every college-bound student meets all of the ongoing A-G requirements. ● Maintain college readiness performance to ensure the school averages encourage students graduate college ready.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Ensure English learners have access to meet UC/CSU A–G course requirements by providing targeted academic counseling, appropriate course placement, language development supports, and access to A–G–approved coursework.

	Measurable Outcomes - ● Increase the percentage of English learners completing UC/CSU A–G requirements compared to the previous year. ● Increase enrollment and successful completion rates of English learners in A–G–approved courses. ● Reduce the number of English learners requiring course recovery or extended time to meet A–G requirements. Students with Disabilities Goal to Achieve Subpriority - Ensure students with disabilities have access to meet UC/CSU A–G requirements through individualized academic planning, appropriate accommodations, and access to A–G–approved courses aligned to IEP transition goals. Measurable Outcomes - ● Increase the percentage of students with disabilities completing A–G–approved coursework from the prior year. ● Improve course pass rates for students with disabilities enrolled in A–G courses. ● Demonstrate progress toward postsecondary transition goals as documented in IEP transition plans. Foster Youth Goal to Achieve Subpriority - Ensure foster youth complete UC/CSU A–G requirements by providing consistent academic monitoring, priority counseling services, and flexible scheduling or credit recovery options to address gaps due to mobility. Measurable Outcomes - ● Increase the percentage of foster youth completing UC/CSU A–G requirements year over year ● Reduce credit deficiencies among foster youth as measured by transcript reviews. ● Increase on-time graduation rates for foster youth meeting A–G eligibility. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Ensure socioeconomically disadvantaged students have equitable access to A–G–approved coursework, academic supports, tutoring, and postsecondary planning resources. Measurable Outcomes - ● Increase the A–G completion rate of socioeconomically disadvantaged students from the previous year. ● Improve course pass rates in A–G–approved classes for socioeconomically disadvantaged students. ● Reduce achievement gaps in A–G completion between socioeconomically disadvantaged students and non-SED peers.

Methods of Measurement	• Review of student transcripts and digital school planner for A–G progress and completion • Monitor graduation eligibility reports • Counselor tracking logs • School data system reports (Student Information System (SIS), CALPADS) • Percentage of students meeting UC/CSU eligibility at graduation • Comparison of baseline vs. end-of-year A–G completion data
Subpriority C– CTE Course Requirements	
Goal to Achieve Subpriority	Ensure all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) have access to high-quality Career Technical Education (CTE) pathway offerings by providing comprehensive career counseling, academic planning, and supporting students through work-based learning opportunities.
Actions to Achieve Goal	• Maintain standards-aligned CTE pathway offerings that meet state requirements. • Ensure students have access to career counseling and academic planning aligned to CTE pathways, postsecondary options, and workforce readiness. • Develop and sustain work-based learning opportunities, including internships, job shadowing, and industry-aligned projects. • Establish and maintain industry partnerships to support curriculum relevance, work-based learning, and career exploration. • Ensure CTE courses are taught by appropriately credentialed and qualified instructors.
Measurable Outcome	• Students have access to standards-aligned CTE courses and pathways that support career readiness and postsecondary success. • CTE pathway offerings are maintained and aligned with state CTE requirements.
Methods of Measurement	• Review of CTE course offerings, pathway enrollment, and completion data • Student digital school planners, academic plans, and career counseling documentation • Participation data for work-based learning opportunities and industry partnerships • Verification of CTE instructor credentials and qualifications • Review of instructional materials, equipment inventories, and curriculum alignment • Student surveys and feedback related to career readiness and CTE experiences
Subpriority D – EL Proficiency Rates	
Goal to Achieve Subpriority	Increase EL progress toward English proficiency through targeted English Language Development (ELD) instruction aligned to individual student needs.
Actions to Achieve Goal	• To support goal attainment, an ELD Coordinator works to enhance instructional support for English learners and accelerate language acquisition and fluency development. • ELD instruction aligned to student needs • Required participation in ELD teacher-led classes to build fluency in reading, writing, listening, and speaking • Provide designated and integrated ELD instruction aligned to California ELD standards and student proficiency levels

	• Monitor EL progress through regular teacher-student meetings and review of student work • Provide instructional support and feedback based on assessment results
Measurable Outcome	English learners demonstrate annual increases in English language proficiency levels.
Methods and Measurement	• English Language Proficiency Assessments for California (ELPAC) results, including annual summative and interim assessments • Teacher of Record observations during in-person and virtual ELD instruction • Review of student body of work demonstrating progress in reading, writing, listening, and speaking • Attendance and participation records for required ELD classes • Progress monitoring data from formative ELD assessments
Subpriority E – EL Reclassification Rates	
Goal to Achieve Subpriority	Increase EL reclassification rates.
Actions to Achieve Goal	• Monitor reclassification criteria in the EL Master Plan • Targeted academic supports
Measurable Outcome	Increased number of EL students reclassification criteria
Methods of Measurement	• Reclassification records • Signed parent/guardian documentation agreeing to the reclassification
Subpriority F – AP Exam Passage Rate	
Goal to Achieve Subpriority	Increase the AP Exam passage rate (scores of 3 or higher) for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) enrolled in Advanced Placement courses.
Actions to Achieve Goal	• Expand student access to AP courses. • Provide AP-aligned instructional support • Offer AP exam preparation sessions • Ensure access to instructional materials • Support professional development for AP teachers
Measurable Outcome	By the end of the academic year, the percentage of students earning a score of 3 or higher on AP exams will exceed the previous year data.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Increase AP exam passage rates for English learners by expanding access to AP coursework, providing language-embedded instructional supports, and offering targeted AP exam preparation. Measurable Outcomes - • Increase the percentage of English learners earning a score of 3 or higher on AP exams compared to the prior year. • Increase enrollment and course completion rates of English learners in AP courses. • Reduce the gap in AP exam passage rates between English learners and the all-student group.

	Students with Disabilities Goal to Achieve Subpriority - Increase AP exam passage rates for students with disabilities through appropriate accommodations, individualized academic supports, and access to AP-aligned instructional materials. Measurable Outcomes - ● Increase the percentage of students with disabilities earning a score of 3 or higher on AP exams year over year. ● Increase AP course completion rates for students with disabilities. ● Ensure 100% of eligible students with disabilities receive approved testing accommodations for AP exams. Foster Youth Goal to Achieve Subpriority - Increase AP exam passage rates for foster youth by providing academic counseling, consistent instructional support, and targeted AP exam preparation opportunities. Measurable Outcomes - ● Increase the percentage of foster youth earning a score of 3 or higher on AP exams compared to the previous year. ● Increase AP course enrollment and exam participation among foster youth. ● Reduce achievement gaps between foster youth and the all-student group in AP exam outcomes. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Increase AP exam passage rates for socioeconomically disadvantaged students by ensuring equitable access to AP coursework, instructional materials, exam preparation, and support services. Measurable Outcomes - ● Increase the percentage of socioeconomically disadvantaged students earning a score of 3 or higher on AP exams from the prior year. ● Increase AP exam participation rates among socioeconomically disadvantaged students. Decrease the passage rate gap between socioeconomically disadvantaged students and non-SED peers.
Methods of Measurement	● College Board AP exam score reports will be reviewed annually. ● Passage rates will be compared to prior-year data, and participation and performance data will be analyzed by course and student group.
Subpriority G – College Preparedness/EAP	
Goal to Achieve Subpriority	Provide for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) academic counseling and college planning support, monitor UC/CSU A–G progress, expand access to AP courses, college enrollment, CTE courses, and the Seal of

	Biliteracy program - offering college application and financial aid workshops, and supporting students with CAASPP test preparation and academic interventions.
Actions to Achieve Goal	● Provide individualized academic counseling and four-year planning for all students ● Monitor A–G completion and EAP readiness through regular transcript reviews ● Expand enrollment opportunities in AP, college enrollment, and CTE pathways ● Offer college application, FAFSA/CA Dream Act, and financial aid workshops for students and families ● Provide academic interventions, tutoring, and test preparation supports
Measurable Outcome	By the end of the school year, the percentage of students meeting at least one College Readiness Indicator will maintain or exceed the previous year.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Increase college preparedness for English learners by providing targeted academic counseling, monitoring UC/CSU A–G and EAP progress, expanding access to AP courses, college enrollment, and CTE opportunities, and offering language-supported college and financial aid planning services. Measurable Outcomes - ● Increase the percentage of English learners meeting at least one College Readiness Indicator compared to the prior year. ● Increase enrollment and successful completion of A-G, AP, college, CTE, and/or Seal of Biliteracy courses by English learners. ● Reduce gaps in college readiness indicators between English learners and the all-student group. Students with Disabilities Goal to Achieve Subpriority - Improve college preparedness for students with disabilities through individualized academic and transition planning, appropriate accommodations, expanded access to increase enrollment and successful completion of A-G, AP, college, CTE, and/or Seal of Biliteracy courses, and targeted postsecondary counseling aligned to IEP transition goals. Measurable Outcomes - ● Increase the percentage of students with disabilities meeting at least one college readiness indicator year over year. ● Increase successful completion rates of A–G, AP, college enrollment, CTE, and/or Seal of Biliteracy courses for students with disabilities. ● Demonstrate progress toward postsecondary transition goals as documented in IEP transition plans. Foster Youth Goal to Achieve Subpriority - Increase college preparedness for foster youth by providing consistent academic counseling, close monitoring of A-G, AP, college, CTE, and/or Seal of Biliteracy courses, and targeted support for college and financial aid applications. Measurable Outcomes -

	● Increase the percentage of foster youth meeting at least one college readiness indicator compared to the previous year. ● Increase participation and completion rates of A-G, AP, college, CTE, and/or Seal of Biliteracy courses for foster youth. ● Reduce college readiness gaps between foster youth and the all-student group. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Increase college preparedness for socioeconomically disadvantaged students by ensuring equitable access to academic counseling, A–G coursework, AP, college enrollment, CTE pathways, and college and financial aid planning resources. Measurable Outcomes - ● Increase the percentage of socioeconomically disadvantaged students meeting at least one college readiness indicator from the prior year. ● Increase enrollment and completion of AP and CTE courses, as well as college enrollment for socioeconomically disadvantaged students. ● Decrease college readiness gaps between socioeconomically disadvantaged students and non-SED peers.
Methods of Measurement	● Review student transcripts, A–G completion reports, AP exam score data, college enrollment completion records, and college application and acceptance data. ● Progress will be monitored using the school's student information system and annual outcome reports.
State Priority #5— Student Engagement *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates* *D. High school dropout rates* *E. High school graduation rates*	
Subpriority A – Student Attendance Rates	
Goal to Achieve Subpriority	Maintain high average daily attendance for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups)
Actions to Achieve Goal	● Monitor daily attendance and identify students at risk of chronic absenteeism ● Implement early intervention strategies, including attendance notifications and individualized support plans ● Collaborate with families, teachers, counselors, and support staff to address barriers to attendance and improve student engagement
Measurable Outcome	ADA is maintained or increases above prior-year levels for the overall student population.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Maintain or increase average daily attendance for English learners by providing targeted language support, culturally responsive

	engagement strategies, and clear communication with families regarding attendance expectations. Measurable Outcomes - ● EL attendance rates meet or exceed the overall school average. ● Reduction in chronic absenteeism among EL students compared to the previous year. ● Increased family participation in attendance support programs or school engagement activities. Students with Disabilities Goal to Achieve Subpriority - Ensure students with disabilities have consistent access to school by addressing individualized barriers to attendance, including transportation, health, and accessibility needs, through collaboration with special education staff and families. Measurable Outcomes - ● SWD attendance rates meet or exceed prior-year levels. ● Reduction in chronic absenteeism among students with disabilities. ● Documented implementation of individualized attendance support plans for students identified as at risk. Foster Youth Goal to Achieve Subpriority - Provide personalized support and case management to foster youth to address unique challenges, ensuring stable attendance and minimizing disruptions caused by placement changes. Measurable Outcomes - ● Foster youth attendance rates maintain or improve from the prior year. ● Fewer unexcused absences or chronic absenteeism incidents among foster youth. ● Increased collaboration with social workers and foster families to support consistent school attendance. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Reduce barriers to attendance for socioeconomically disadvantaged students by offering resources such as transportation assistance, meals, counseling, and engagement initiatives to promote school connection. Measurable Outcomes - ● Attendance rates for socioeconomically disadvantaged students meet or exceed prior-year levels. ● Decrease in the number of students classified as chronically absent. ● Increased participation in school programs and services designed to support attendance and engagement.

Methods of Measurement	• Attendance records and CALPADS data will be reviewed regularly to monitor ADA and chronic absenteeism trends. • Progress will be tracked using the student information system and annual attendance reports.
Subpriority B – Student Absenteeism Rates	
Goal to Achieve Subpriority	Reduce chronic absenteeism for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups).
Actions to Achieve Goal	• Develop and implement attendance intervention plans for students identified as chronically absent. • Conduct family outreach and provide support services to address barriers to regular attendance. • Hold Student Support Team (SST) meetings to monitor progress and coordinate targeted interventions. • Collaborate with counselors, administrators, and community partners to support consistent attendance.
Measurable Outcome	• Chronic absenteeism rates will decrease compared to prior-year levels for the overall student population.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Reduce chronic absenteeism among English learners by providing targeted support, clear communication with families in their home language, and culturally responsive engagement strategies to encourage consistent attendance. Measurable Outcomes - • Decrease in the percentage of EL students identified as chronically absent compared to the previous year. • Increased participation in school attendance programs or family engagement activities. • Attendance rates for EL students move closer to or exceed the overall school average. Students with Disabilities Goal to Achieve Subpriority - Lower chronic absenteeism among students with disabilities by addressing individual barriers to school attendance, including health-related, accessibility, and transportation challenges, through individualized support plans. Measurable Outcomes - • Reduction in the number of SWD students classified as chronically absent. • Improved attendance for SWD students compared to prior-year levels. • Successful implementation of individualized attendance intervention plans for students at risk. Foster Youth

	Goal to Achieve Subpriority - Reduce chronic absenteeism for foster youth by providing personalized support, frequent check-ins, and coordination with social workers and foster families to ensure stability and consistent school attendance. Measurable Outcomes - ● Decrease in chronic absenteeism rates among foster youth from the previous year. ● Increased participation in school-based support programs or mentorship opportunities. ● Consistent tracking and reporting of attendance improvements for foster youth. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Lower chronic absenteeism among socioeconomically disadvantaged students by addressing financial, transportation, and social-emotional barriers and providing access to supportive resources and engagement programs. Measurable Outcomes - ● Reduction in the percentage of socioeconomically disadvantaged students who are chronically absent. ● Attendance rates for these students meet or exceed prior-year levels. ● Increased engagement with school services, such as counseling, mentoring, or resource programs, contributing to improved attendance.
Methods of Measurement	● Review attendance and truancy reports to monitor chronic absenteeism trends. ● Progress will be tracked through the student information system and discussed during Student Support Team meetings.
Subpriority C – Middle School Dropout Rates	
Goal to Achieve Subpriority	Maintain a zero or near-zero middle school dropout rate for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) by identifying at-risk students.
Actions to Achieve Goal	● Monitor attendance, behavior, and academic progress to identify students at risk of disengagement. ● Implement early intervention strategies, including counseling, mentoring, and academic supports. ● Conduct Student Support Team (SST) meetings to address individual student needs. ● Collaborate with families and staff to promote student engagement and school connectedness.
Measurable Outcome	The middle school dropout rate will be maintained at zero or decrease compared to prior-year levels.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Maintain a zero or near-zero dropout rate for English learners by providing targeted academic support, language development programs, and culturally responsive engagement strategies to ensure they remain connected to school.

	Measurable Outcomes - ● Dropout rate for EL students remains at zero or near-zero. ● EL students demonstrate consistent engagement in school programs and activities. ● Early identification and intervention prevent disengagement or risk of leaving school. Students with Disabilities Goal to Achieve Subpriority - Ensure students with disabilities remain enrolled and engaged in school by providing individualized academic supports, accommodations, and counseling services tailored to their needs. Measurable Outcomes - ● Dropout rate for SWD students is maintained at zero or near-zero. ● Timely implementation of Individualized Education Program (IEP) interventions for at-risk students. ● Increased participation and engagement in school-based supports and activities. Foster Youth Goal to Achieve Subpriority - Prevent dropout among foster youth by offering personalized case management, mentoring, and coordination with social workers and caregivers to maintain stability and consistent school engagement. Measurable Outcomes - ● Dropout rate for foster youth is maintained at zero or near-zero. ● Foster youth receive consistent monitoring and individualized support plans. ● Improved school connectedness as measured by participation in academic and extracurricular programs. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Maintain zero or near-zero dropout rates among socioeconomically disadvantaged students by addressing academic, social, and financial barriers through mentoring, counseling, and access to resources. Measurable Outcomes - ● Dropout rate for socioeconomically disadvantaged students remains at zero or decreases from the previous year. ● Increased engagement in school support programs and community services. ● Early identification and intervention prevent disengagement and potential dropout.
Methods of Measurement	● Review enrollment and withdrawal records, attendance data, and Student Support Team documentation to monitor dropout trends. ● Data will be tracked through the student information system and annual reports.
Subpriority D – High School Dropout Rates	

Goal to Achieve Subpriority	Reduce the high school dropout rate by ensuring all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) remain engaged and on track for graduation through targeted academic, behavioral, and social-emotional supports.
Actions to Achieve Goal	● Monitor attendance, credits, behavior, and academic progress to identify students at risk of dropping out. ● Implement early warning and intervention systems, including counseling, mentoring, credit recovery, and alternative learning options. ● Conduct Student Support Team (SST) meetings to coordinate individualized support. ● Collaborate with families, teachers, counselors, and community partners to address barriers to persistence and engagement.
Measurable Outcome	The high school dropout rate will decrease compared to prior-year levels for the overall student population.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Ensure English learners have equitable access to academic support and language development programs that enable them to remain engaged and earn the credits necessary for graduation. Measurable Outcomes - ● Decrease the dropout rate among English learners from the previous year. ● Increase English proficiency and course completion rates, particularly in core subjects. ● Monitor participation in tutoring, credit recovery, and targeted intervention programs. Students with Disabilities Goal to Achieve Subpriority - Provide individualized support and accommodations to students with disabilities, ensuring they can progress toward graduation in alignment with their Individualized Education Programs (IEPs). Measurable Outcomes - ● Reduce the dropout rate among students with disabilities from the prior year. ● Increase the percentage of students with IEPs who meet graduation requirements on time. ● Track engagement in academic interventions, behavioral support programs, and alternative learning options. Foster Youth Goal to Achieve Subpriority - Address unique social-emotional and educational barriers for foster youth to maintain consistent enrollment, credit accumulation, and graduation readiness. Measurable Outcomes - ● Decrease the dropout rate among foster youth from prior-year levels. ● Increase foster youth participation in mentoring, counseling, and school-based support programs.

	● Track timely credit accrual and high school graduation rates. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Provide targeted academic, social-emotional, and family engagement supports to socioeconomically disadvantaged students to ensure they stay on track for graduation. Measurable Outcomes - ● Reduce the dropout rate among socioeconomically disadvantaged students from the previous year. ● Increase participation in intervention programs, tutoring, and other support services. ● Monitor improvements in attendance, behavior, and credit completion.
Methods of Measurement	● 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.
Subpriority E – High School Graduation Rates	
Goal to Achieve Subpriority	Increase the percentage of students graduating on time by ensuring all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) receive appropriate academic counseling, monitoring, and targeted supports.
Actions to Achieve Goal	● Monitor credit completion, course performance, and graduation status for all students. ● Provide individualized academic counseling, graduation planning, and four-year plans. ● Offer academic interventions, tutoring, credit recovery, and alternative pathways to support on-time graduation. ● Collaborate with families and staff to address barriers to graduation.
Measurable Outcome	The overall high school graduation rate will increase compared to prior-year levels.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Ensure English learners have access to tailored academic supports and graduation planning that accommodate language development needs and promote on-time graduation. Measurable Outcomes - ● Increase on-time graduation rate among English learners from the previous year. ● Track completion of core and credit-bearing courses in alignment with graduation requirements. ● Monitor participation in tutoring, credit recovery, and language development interventions. Students with Disabilities

	Goal to Achieve Subpriority - Support students with disabilities through individualized accommodations, academic counseling, and credit recovery options to promote timely graduation in alignment with their IEPs. Measurable Outcomes - ● Increase on-time graduation rate for students with disabilities from prior-year levels. ● Track progress toward IEP goals related to course completion and credit accumulation. ● Monitor engagement with interventions, tutoring, and alternative learning pathways. Foster Youth Goal to Achieve Subpriority - Provide consistent academic monitoring, mentoring, and counseling for foster youth to overcome educational disruptions and graduate on time. Measurable Outcomes - ● Increase the on-time graduation rate among foster youth from the previous year. ● Track participation in credit recovery programs, tutoring, and mentoring initiatives. ● Monitor credit completion and progress toward graduation milestones. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Offer targeted academic support, counseling, and family engagement programs to socioeconomically disadvantaged students to improve access to resources and promote on-time graduation. Measurable Outcomes - ● Increase the on-time graduation rate for socioeconomically disadvantaged students from prior-year levels. ● Track participation in academic interventions, tutoring, and credit recovery programs. ● Monitor improvements in course performance, credit accumulation, and overall graduation readiness.
Methods of Measurement	● Review graduation cohort data, credit completion records, and student transcripts. ● Progress will be monitored using the student information system and annual graduation reports.
State Priority #6— School Climate *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
Subpriority A – Pupil Suspension Rates	

Goal to Achieve Subpriority	Maintain low pupil suspension rates through proactive student engagement, consistent implementation of positive behavior supports, and clear communication of schoolwide expectations for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups).
Actions to Achieve Goal	● Implement schoolwide behavior expectations ● Provide weekly Social Emotional Learning lessons ● Provide staff training in positive behavior supports ● Provide access to the EACS-Irvine Handbook comprised of policies and procedures
Measurable Outcome	Suspension rates remain low or decrease.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Ensure English learners receive culturally responsive and language-appropriate behavioral support to remain engaged and avoid suspensions. Measurable Outcomes - ● Maintain or reduce suspension rates among English learners compared to prior-year levels. ● Increase participation in proactive behavioral interventions and social-emotional learning programs. ● Monitor and address behavior incidents through individualized support plans when necessary. Students with Disabilities Goal to Achieve Subpriority - Provide students with disabilities access to behavioral supports, accommodations, and interventions aligned with their IEPs to minimize suspensions. Measurable Outcomes - ● Maintain or reduce suspension rates among students with disabilities compared to prior-year levels. ● Increase the use of positive behavior interventions and supports (PBIS) tailored to student needs. ● Track behavioral incidents and ensure individualized support plans are implemented effectively. Foster Youth Goal to Achieve Subpriority - Provide foster youth with targeted behavioral support, mentoring, and counseling to promote school engagement and prevent suspensions. Measurable Outcomes -

	● Maintain or reduce suspension rates among foster youth compared to prior-year levels. ● Track participation in behavioral interventions, counseling, and mentoring programs. ● Monitor behavioral data to proactively address patterns that may lead to suspension. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Ensure socioeconomically disadvantaged students receive equitable access to behavioral supports, positive reinforcement strategies, and school-based interventions to minimize suspensions. Measurable Outcomes - ● Maintain or reduce suspension rates among socioeconomically disadvantaged students compared to prior-year levels. ● Monitor engagement with behavioral support programs and social-emotional learning opportunities. ● Track improvements in behavior incidents and participation in proactive interventions.
Methods of Measurement	● Review discipline records, suspension data, and teacher feedback and documentation. ● Data will be monitored through the student information system and reviewed in administrative and support team meetings.
Subpriority B – Pupil Expulsion Rates	
Goal to Achieve Subpriority	Maintain zero or extremely low pupil expulsion rates by ensuring fair, consistent, and supportive discipline practices for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups).
Actions to Achieve Goal	● Implement and consistently apply schoolwide behavior expectations and restorative practices ● Provide staff training on deescalation strategies, positive behavior supports, and culturally responsive discipline ● Utilize early intervention strategies and Student Support Team (SST) meetings to address serious or repeated behavioral concerns before expulsion becomes necessary ● Ensure adherence to due process and discipline procedures outlined in the EACS-Irvine Handbook
Measurable Outcome	Maintain a zero or near-zero expulsion rate for the overall student population compared to prior-year levels.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Ensure English learners receive language-appropriate interventions and culturally responsive supports to prevent expulsions. Measurable Outcomes - ● Maintain a zero or near-zero expulsion rate among English learners. ● Track participation in restorative practices, counseling, and behavioral interventions.

	● Reduce repeated behavioral incidents that could lead to expulsion. Students with Disabilities Goal to Achieve Subpriority - Provide students with disabilities with individualized behavioral supports and IEP-aligned interventions to prevent expulsion. Measurable Outcomes - ● Maintain a zero or near-zero expulsion rate among students with disabilities. ● Monitor implementation of behavior intervention plans and other IEP supports. ● Track engagement in restorative and supportive behavioral programs. Foster Youth Goal to Achieve Subpriority - Support foster youth with counseling, mentoring, and behavioral interventions to ensure fair treatment and prevent expulsion. Measurable Outcomes - ● Maintain a zero or near-zero expulsion rate among foster youth. ● Track participation in Student Support Team interventions and behavioral supports. ● Reduce risk factors that contribute to serious disciplinary incidents. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Ensure socioeconomically disadvantaged students have equitable access to proactive behavioral supports to prevent expulsion. Measurable Outcomes - ● Maintain a zero or near-zero expulsion rate among socioeconomically disadvantaged students. ● Track participation in restorative practices, counseling, and early interventions. ● Monitor and address recurring behavioral incidents before escalation.
Methods of Measurement	● Review discipline and expulsion records, SST documentation, and administrative reports. ● Data will be monitored through the student information system and reviewed annually.
Subpriority C – Other School Safety and School Connectedness Measures (Surveys)	
Goal to Achieve Subpriority	Increase perceptions of safety, connectedness, and satisfaction among students, families, and staff.
Actions to Achieve Goal	● Administer annual school climate, safety, and engagement surveys to students, parents/guardians, and staff ● Administer Student Well-Being Survey ● Analyze survey data to identify strengths, areas for improvement, and subgroup trends ● Use survey results to inform school improvement planning, professional development, and student support strategies

	● Share survey findings with stakeholders to promote transparency and collaboration
Measurable Outcome	Increased positive responses on school climate, engagement, and student well-being surveys.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Ensure English learners feel safe, supported, and connected to the school community through culturally responsive practices and targeted engagement initiatives. Measurable Outcomes - ● Increase positive survey responses from English learners regarding safety, belonging, and satisfaction compared to the previous year. ● Track participation in school engagement programs, clubs, and peer support initiatives. ● Monitor feedback specific to language support and inclusivity. Students with Disabilities Goal to Achieve Subpriority - Promote a safe, inclusive, and supportive environment for students with disabilities through accessible programs, accommodations, and social-emotional supports. Measurable Outcomes - ● Increase positive survey responses among students with disabilities regarding safety, connectedness, and satisfaction from prior-year levels. ● Track engagement in social-emotional learning, peer mentoring, and inclusive activities. ● Monitor perceptions of accessibility and support within school programs. Foster Youth Goal to Achieve Subpriority - Ensure foster youth feel welcomed, valued, and safe at school through consistent support, mentoring, and tailored engagement strategies. Measurable Outcomes - ● Increase positive survey responses from foster youth regarding safety, connectedness, and satisfaction compared to the previous year. ● Track participation in counseling, mentoring, and extracurricular activities. ● Monitor foster youth feedback on support systems and sense of belonging. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Support socioeconomically disadvantaged students' sense of safety, inclusion, and engagement through targeted programs, resources, and responsive school policies. Measurable Outcomes -

	● Increase positive survey responses from socioeconomically disadvantaged students regarding safety, connectedness, and satisfaction from prior-year levels. ● Monitor participation in school programs, support services, and engagement initiatives. ● Track improvements in perception of school support, fairness, and inclusivity.
Methods of Measurement	● Review and analyze student, parent, and staff survey results, disaggregated by subgroup. ● Progress will be monitored through annual survey reports and school climate data reviews.

State Priority #7— Course Access	
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. *"Broad course of study" includes the following, as applicable:* *Grades 1-6: English (including instruction in cursive or joined italics in the appropriate grade levels), mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)* *Grades 7-12: English, social sciences, world language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education, automobile driver education, and other studies that the governing board may prescribe. (E.C. §51220(a)-(k))*	
Goal to Achieve Subpriority	Ensure all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) have access to a broad course of study aligned to state standards, including UC/CSU A–G requirements, community college enrollment, and Career Technical Education (CTE) pathways.
Actions to Achieve Goal	● Offer standards-aligned English Language Arts (ELA) and Mathematics instruction ● Provide intervention and support courses for students who need additional academic assistance ● Ensure access to A–G, CTE, and enrichment courses for unduplicated students (ELs, FRPM-eligible, foster youth) and students with exceptional needs ● Monitor master schedules and enrollment data to identify and remove barriers to course access
Measurable Outcome	● 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.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Ensure English learners have equitable access to a broad course of study aligned to grade-level standards, including A–G–approved courses, CTE pathways, and enrichment opportunities, while receiving designated and integrated ELD support to promote academic achievement and language acquisition.

	Measurable Outcomes - ● Increased percentage of English learners enrolled in A–G–approved courses and CTE pathways. ● Reduction in enrollment gaps between English learners and non-EL peers in core academic and enrichment courses. ● Increased completion rates of grade-level English, mathematics, science, and social science courses. ● Master schedules reflect designated and integrated ELD supports without restricting access to electives, A–G, or CTE courses. Students with Disabilities Goal to Achieve Subpriority - Ensure students with disabilities have access to the full breadth of the general education curriculum, including A–G, CTE, and enrichment courses, through appropriate accommodations, modifications, co-teaching models, and supports aligned with Individualized Education Programs (IEPs). Measurable Outcomes - ● Increased enrollment of students with disabilities in general education A–G and CTE courses, as appropriate. ● Reduced overrepresentation of students with disabilities in restrictive or alternative course placements. ● Improved course completion and credit accumulation rates for students with disabilities. ● IEPs reflect access to standards-aligned coursework and participation in the broad course of study. Foster Youth Goal to Achieve Subpriority - Ensure foster youth experience continuity and equity in course access by minimizing disruptions to enrollment, maintaining placement in A–G and CTE pathways, and providing targeted academic and counseling support to support graduation and postsecondary readiness. Measurable Outcomes - ● Increased percentage of foster youth enrolled in and completing A–G–approved courses and CTE pathways. ● Reduction in course changes and credit loss due to school transitions. ● Improved graduation and credit completion rates for foster youth. ● Foster youth have timely access to counseling, academic supports, and enrichment opportunities aligned to their academic plans. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Ensure socioeconomically disadvantaged students have equitable access to a broad, rigorous course of study, including A–G requirements, CTE pathways, college enrollment, and enrichment opportunities, without financial, scheduling, or systemic barriers. Measurable Outcomes -

	● Increased enrollment and completion rates of socioeconomically disadvantaged students in A–G, CTE, and enrichment courses. ● Reduced disparities in course access between socioeconomically disadvantaged students and their peers. ● Increased participation in college enrollment and college- and career-ready pathways. ● Master schedules and course offerings reflect intentional removal of barriers related to fees, prerequisites, or limited availability.
Methods of Measurement	● Review master schedules, course of study documentation, and course enrollment data disaggregated by subgroup. ● Progress monitored through enrollment audits and periodic data review.
State Priority #8—Other Student Outcomes *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
Subpriority A – English	
Goal to Achieve Subpriority	Increase student proficiency and performance in English Language Arts (ELA) for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups.)
Actions to Achieve Goal	● Provide standards-aligned ELA instruction across all grade levels ● Implement intervention programs and targeted support for struggling readers ● Offer professional development for teachers on differentiated instruction and ELD strategies ● Monitor progress through formative and summative assessments to adjust instruction
Measurable Outcome	Increase the percentage of students meeting or exceeding grade-level proficiency on ELA assessments (state assessments and local benchmarks assessments).
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Improve English learners' English language development and academic literacy by increasing proficiency in reading, writing, speaking, and listening through standards-aligned instruction and integrated and designated ELD supports. Measurable Outcomes - ● Increased percentage of English learners meeting or exceeding grade-level standards on ELA assessments. ● Increased percentage of English learners demonstrating annual progress toward English proficiency as measured by ELPAC results. ● Reduced achievement gap between English learners and non-EL peers on ELA benchmarks and state assessments. ● Increased reclassification rates of English learners. ● Increased course completion and credit accumulation in ELA for English learners at the secondary level. Students with Disabilities

	Goal to Achieve Subpriority - Increase ELA achievement for students with disabilities by providing access to grade-level standards, evidence-based instructional strategies, and appropriate accommodations and supports aligned with Individualized Education Programs (IEPs). Measurable Outcomes - ● Increased percentage of students with disabilities demonstrating growth on ELA assessments and local benchmarks. ● Improved reading and writing performance as measured by IEP goal progress and structured progress monitoring tools ● Reduced achievement gap between students with disabilities and the overall student population in ELA. ● Increased course completion and credit attainment in ELA coursework at the secondary level. Foster Youth Goal to Achieve Subpriority - Improve ELA outcomes for foster youth by ensuring continuity of instruction, timely academic supports, and targeted interventions that address learning gaps caused by school transitions. Measurable Outcomes - ● Increased percentage of foster youth meeting or exceeding grade-level standards on ELA assessments. ● Improved growth on local ELA assessments. ● Reduced achievement gap between foster youth and their peers. ● Increased course completion and credit accumulation in ELA for foster youth at the secondary level. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Increase ELA proficiency for socioeconomically disadvantaged students through access to high-quality instruction, targeted interventions, literacy supports, and extended learning opportunities. Measurable Outcomes - ● Increased percentage of socioeconomically disadvantaged students meeting or exceeding grade-level standards on ELA assessments. ● Improved performance on local and interim ELA benchmarks. ● Reduced achievement gap between socioeconomically disadvantaged Students and non-disadvantaged peers. ● Increased participation in intervention programs and demonstrated literacy growth over time. ● Increased course completion and credit accumulation in ELA for socioeconomically disadvantaged Students at the secondary level.
Methods of Measurement	● Review state and local benchmark assessment data. ● Progress will be tracked through attendance, progress reports (when applicable), course grades, course completion data, and teacher input.
Subpriority B – Mathematics	

Goal to Achieve Subpriority	Increase student proficiency and performance in mathematics for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups).
Actions to Achieve Goal	● Provide standards-aligned mathematics instruction across all grade levels ● Offer targeted interventions and support courses for students who are below grade level ● Implement professional development for teachers in differentiated instruction, math strategies, and intervention techniques ● Monitor student progress using formative and summative assessments to guide instructional adjustments
Measurable Outcome	Increase the percentage of students meeting or exceeding grade-level proficiency on mathematics assessments (state assessments and local benchmark assessments).
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Improve mathematics achievement for English learners by providing access to grade-level mathematics instruction with integrated language supports and targeted interventions that promote both content understanding and academic language development. Measurable Outcomes - ● Increased percentage of English learners meeting or exceeding grade-level standards on mathematics assessments. ● Improved growth on state and local mathematics benchmarks. ● Reduced achievement gap between English learners and non-EL peers in mathematics. ● Increased participation of English learners in grade-level and advanced mathematics courses. ● Increased course completion and credit attainment in mathematics at the secondary level. Students with Disabilities Goal to Achieve Subpriority - Increase mathematics proficiency for students with disabilities through access to standards-aligned instruction, appropriate accommodations, and targeted interventions aligned with Individualized Education Programs (IEPs). Measurable Outcomes - ● Increased percentage of students with disabilities demonstrating growth on mathematics assessments and benchmarks. ● Improved progress toward mathematics related IEP goals. ● Reduced achievement gap between students with disabilities and the overall student population in mathematics. ● Increased course completion and credit attainment in mathematics at the secondary level. Foster Youth

	Goal to Achieve Subpriority - Improve mathematics outcomes for foster youth by ensuring continuity of instruction, timely enrollment in appropriate mathematics courses, and access to targeted academic supports and interventions. Measurable Outcomes - ● Increased percentage of foster youth meeting or exceeding grade-level standards on mathematics assessments. ● Improved growth on interim and local mathematics benchmarks. ● Reduced achievement gap between foster youth and their peers. ● Increased mathematics course completion and credit accumulation for foster youth at the secondary level. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Increase mathematics proficiency for socioeconomically disadvantaged students through high-quality instruction, targeted interventions, extended learning opportunities, and removal of barriers to academic support. Measurable Outcomes - ● Increased percentage of socioeconomically disadvantaged students meeting or exceeding grade-level standards on mathematics assessments. ● Improved performance on interim and local mathematics benchmarks. ● Reduced achievement gap between socioeconomically disadvantaged students and non-disadvantaged peers. ● Increased participation and demonstrated growth in mathematics intervention programs. ● Increased course completion and credit attainment in mathematics at the secondary level.
Methods of Measurement	● Review state and local benchmark assessment data. ● Progress will be tracked through attendance, progress reports (when applicable), course grades, course completion data, and teacher input.
Subpriority C – Social Sciences	
Goal to Achieve Subpriority	Increase student proficiency and understanding in social sciences for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups).
Actions to Achieve Goal	● Provide standards-aligned social sciences instruction across all grade levels. ● Provide support for students struggling with social sciences concepts. ● Offer professional development for teachers on effective social sciences instruction and differentiated strategies. ● Integrate project-based learning, critical thinking activities, and cross-curricular connections to enhance engagement.
Measurable Outcome	Increase the percentage of students meeting or exceeding grade-level expectations in social sciences based on course progress and completion.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Improve social sciences achievement for English learners by providing access to grade-level content with integrated language

	supports that strengthen academic vocabulary, reading comprehension, and analytical writing skills. Measurable Outcomes - ● Increased percentage of English learners meeting or exceeding grade-level expectations in social sciences. ● Improved performance on social sciences projects, assessments, and written assignments. ● Reduced achievement gap between English learners and non-EL peers in social sciences. ● Increased student engagement and participation in social sciences instruction as measured by course completion and attendance. ● Increased successful completion of social sciences courses at the secondary level. Students with Disabilities Goal to Achieve Subpriority - Increase social sciences proficiency for students with disabilities through access to standards-aligned curriculum, appropriate accommodations, modifications, and instructional supports aligned with Individualized Education Programs (IEPs). Measurable Outcomes - ● Increased percentage of students with disabilities demonstrating growth in social sciences assessments and coursework. ● Improved access to social science coursework as supported by foundational IEP goals. ● Reduced achievement gap between students with disabilities and the overall student population in social sciences. ● Increased successful completion of social sciences courses at the secondary level. Foster Youth Goal to Achieve Subpriority - Improve social sciences outcomes for foster youth by ensuring continuity of instruction, minimizing disruptions caused by school transitions, and providing targeted academic and social-emotional supports. Measurable Outcomes - ● Increased percentage of foster youth meeting or exceeding grade-level expectations in social sciences. ● Improved performance on local benchmark assessments ● Reduced achievement gap between foster youth and their peers. ● Increased course completion and credit attainment in social sciences at the secondary level. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Increase social sciences proficiency for socioeconomically disadvantaged students by providing equitable access to

	high-quality instruction, instructional materials, enrichment opportunities, and targeted academic supports. Measurable Outcomes - ● Increased percentage of socioeconomically disadvantaged students meeting or exceeding grade-level expectations in social sciences. ● Improved performance on local benchmarks and project-based assessments. ● Reduced achievement gap between socioeconomically disadvantaged students and non-disadvantaged peers. ● Increased engagement and successful completion of social sciences coursework. ● Increased successful completion of social sciences courses at the secondary level.
Methods of Measurement	● Progress will be tracked through attendance, progress reports (when applicable), course grades, course completion data, and teacher input.
Subpriority D – Science	
Goal to Achieve Subpriority	Increase student proficiency and understanding in science for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) through access to standards-aligned, inquiry-based science instruction.
Actions to Achieve Goal	● Provide Next Generation Science Standards (NGSS)–aligned science instruction across all grade levels. ● Implement hands-on, inquiry-based, and project-based science learning experiences to deepen conceptual understanding. ● Offer targeted academic interventions and supplemental supports for students who are below grade level in science. ● Provide professional development for teachers focused on NGSS instructional shifts, science literacy, and differentiated instruction. ● Ensure access to instructional materials, laboratory equipment, and technology needed to support high-quality science instruction.
Measurable Outcome	● Increase the percentage of students meeting or exceeding grade-level expectations in science, as measured by the state's CAST assessment and course performance. ● Reduce achievement gaps in science outcomes among student subgroups.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Improve science achievement for English learners by providing access to grade-level science instruction with integrated language development supports that strengthen scientific vocabulary, discourse, and comprehension. Measurable Outcomes - ● Increased percentage of English learners meeting or exceeding grade-level expectations in science. ● Improved performance on science assessments, labs, and project-based tasks. ● Reduced achievement gap between English learners and non-EL peers in science.

	● Increased student participation and engagement in science instruction. Students with Disabilities Goal to Achieve Subpriority - Increase science proficiency for students with disabilities through access to NGSS-aligned instruction, appropriate accommodations, modifications, and instructional supports aligned with Individualized Education Programs (IEPs). Measurable Outcomes - ● Increased percentage of students with disabilities demonstrating growth on science assessments and coursework. ● Improved access to science coursework as supported by foundational IEP goals. ● Reduced achievement gap between students with disabilities and the overall student population in science. ● Increased successful completion of science courses at the secondary level. Foster Youth Goal to Achieve Subpriority - Improve science outcomes for foster youth by ensuring instructional continuity, timely placement in appropriate science courses, and access to targeted academic and social-emotional supports. Measurable Outcomes - ● Increased percentage of foster youth meeting or exceeding grade-level expectations in science. ● Improved performance on local benchmark assessments. ● Reduced achievement gap between foster youth and their peers. ● Increased course completion and credit attainment in science at the secondary level. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Increase science proficiency for socioeconomically disadvantaged students by providing equitable access to high-quality instruction, laboratory experiences, instructional materials, and targeted academic supports. Measurable Outcomes - ● Increased percentage of socioeconomically disadvantaged students meeting or exceeding grade-level expectations in science. ● Improved performance on local benchmarks, labs, and performance-based assessments. ● Reduced achievement gap between socioeconomically disadvantaged students and non-disadvantaged peers. ● Increased engagement and successful completion of science coursework.
Methods of Measurement	● CAASPP CAST results (when applicable by grade level) ● Performance-based tasks, laboratory activities, and project rubrics ● Progress will be tracked through attendance, progress reports (when applicable), course grades, course completion data, and teacher input.

Subpriority E – Visual and Performing Arts	
Goal to Achieve Subpriority	Increase student participation, proficiency, and engagement in Visual and Performing Arts (VAPA) for all students (including English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other identified subgroups) through equitable access to standards-aligned arts instruction.
Actions to Achieve Goal	• Provide standards-aligned Visual and Performing Arts instruction across all grade levels, including visual arts, music, dance, and theatre, as applicable (grade level appropriate). • Ensure equitable access to VAPA courses, materials, instruments, and instructional resources. • Integrate VAPA instruction with core content areas to support creativity, communication, and student engagement. • Offer professional development for VAPA teachers on VAPA standards, culturally responsive instruction, and differentiated strategies. • Provide enrichment opportunities such as performances, exhibitions, and arts-based projects for all students.
Measurable Outcome	• Increase the percentage of students participating in and successfully completing VAPA courses and instructional units. • Improve student performance in VAPA as measured by standards-based rubrics, performances, portfolios, and course completion data. • Reduce participation and achievement gaps among student subgroups in VAPA.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Increase access to and engagement in Visual and Performing Arts for English learners by providing inclusive, language-rich arts instruction that supports creative expression and academic language development. Measurable Outcomes - • Increased participation of English learners in VAPA courses and instructional activities. • Improved performance on VAPA projects, performances, and portfolios. • Increased student engagement and attendance in VAPA instruction. • Reduced participation gaps between English learners and non-EL peers in VAPA. Students with Disabilities Goal to Achieve Subpriority - Ensure students with disabilities have equitable access to Visual and Performing Arts instruction through appropriate accommodations, adaptive tools, and instructional supports aligned with Individualized Education Programs (IEPs). Measurable Outcomes - • Increased participation of students with disabilities in VAPA courses and activities. • Improved achievement on VAPA standards as measured by adapted rubrics and performance tasks. • Increased inclusion of students with disabilities in general education VAPA settings.

	Foster Youth Goal to Achieve Subpriority - Increase engagement and continuity in Visual and Performing Arts for foster youth by ensuring consistent access to courses, materials, and enrichment opportunities that promote belonging and creative expression. Measurable Outcomes - ● Increased participation and consistent enrollment of foster youth in VAPA courses. ● Improved completion of VAPA coursework and projects. ● Increased student engagement and attendance in VAPA classes. ● Reduced participation gaps between foster youth and their peers. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Ensure socioeconomically disadvantaged students have equitable access to high-quality Visual and Performing Arts instruction by removing financial and systemic barriers to participation. Measurable Outcomes - ● Increased enrollment and participation of socioeconomically disadvantaged students in VAPA courses and activities. ● Improved performance on VAPA standards and project-based assessments. ● Reduced participation and achievement gaps between socioeconomically disadvantaged students and non-disadvantaged peers. ● Increased access to performances, exhibitions, and enrichment opportunities without cost barriers.
Methods of Measurement	● Course enrollment and completion data in VAPA disciplines ● Standards-based rubrics, portfolios, performances, and exhibitions. ● Teacher observations and formative assessments. ● Progress will be tracked through attendance, progress reports (when applicable), course grades, course completion data, and teacher input.
Subpriority F – Physical Education	
Goal to Achieve Subpriority	Increase student participation, physical fitness, and understanding of lifelong health and wellness for all students, including English learners, students with disabilities, foster youth, and socioeconomically disadvantaged students, through equitable access to standards-aligned physical education instruction.
Actions to Achieve Goal	● Provide standards-aligned physical education instruction across all grade levels in accordance with California Physical Education Model Content Standards. ● Ensure students participate in regular physical activity that promotes fitness, motor skills development, and healthy lifestyles. ● Provide professional development for teachers on inclusive PE practices, differentiated instruction, and student engagement strategies. ● Ensure appropriate accommodations, adaptive equipment, and supports are available for students with disabilities. ● Monitor PE schedules to ensure compliance with required instructional minutes and equitable access for all student groups.

Measurable Outcome	• Increase the percentage of students meeting or exceeding grade-level physical fitness standards. • Increase student participation and engagement in physical education courses. • Reduce participation and performance gaps among student subgroups in physical education.
Goal and Outcomes for Subgroups	English Learners Goal to Achieve Subpriority - Ensure English learners have equitable access to physical education instruction that promotes physical fitness, motor skill development, and understanding of health concepts through inclusive and language-supported instruction. Measurable Outcomes - • Increased participation of English learners in physical education classes and activities. • Improved performance on physical fitness assessments. • Reduced participation gaps between English learners and non-EL peers. • Increased student engagement and attendance in PE classes. Students with Disabilities Goal to Achieve Subpriority - Provide students with disabilities access to high-quality physical education through appropriate accommodations, adaptive activities, and supports aligned with Individualized Education Programs (IEPs). Measurable Outcomes - • Increased participation of students with disabilities in physical education. • Improved progress toward physical fitness and gross motor skill–related IEP goals. • Increased inclusion of students with disabilities in general education PE settings. • Improved student engagement and completion of PE requirements. Foster Youth Goal to Achieve Subpriority - Increase engagement and continuity in physical education for foster youth by ensuring consistent access to instruction, supportive environments, and opportunities that promote physical wellness and social-emotional well-being. Measurable Outcomes - • Increased participation and consistent enrollment of foster youth in PE. • Improved attendance and engagement in physical education. • Reduced participation gaps between foster youth and their peers. • Increased completion of physical education requirements. Socioeconomically Disadvantaged

	Goal to Achieve Subpriority - Ensure socioeconomically disadvantaged students have equitable access to physical education instruction, facilities, and equipment that promote fitness, health, and lifelong physical activity. Measurable Outcomes - ● Increased participation of socioeconomically disadvantaged students in physical education. ● Reduced participation and performance gaps between socioeconomically disadvantaged students and non-disadvantaged peers. ● Increased student engagement and completion of PE coursework.
Methods of Measurement	● Progress will be tracked through attendance, progress reports (when applicable), course grades, course completion data, teacher input, and collected Physical Fitness Test (PFT) data.
Subpriority G – Health (grades 1-6 only)	
Goal to Achieve Subpriority	Health instruction at the elementary level is integrated into physical education and Social-Emotional Learning (SEL) and is not provided or assessed as a standalone subject.
Actions to Achieve Goal	The LEA does not implement separate actions for Health as a distinct subject area for grades 1–6.
Measurable Outcome	The LEA does not collect separate outcome data for Health instruction in grades 1–6.
Goal and Outcomes for Subgroup	English Learners Goal to Achieve Subpriority - Not Applicable - Health instruction is integrated into PE and SEL classes and is accessible to all students. Measurable Outcomes - Not Applicable Students with Disabilities Goal to Achieve Subpriority - Not Applicable - Health instruction is integrated into PE and SEL classes and is accessible to all students. Measurable Outcomes - Not Applicable Foster Youth Goal to Achieve Subpriority - Not Applicable - Health instruction is integrated into PE and SEL classes and is accessible to all students. Measurable Outcomes - Not Applicable Socioeconomically Disadvantaged Goal to Achieve Subpriority - Not Applicable - Health instruction is integrated into PE and SEL classes and is accessible to all students. Measurable Outcomes - Not Applicable
Methods of Measurement	The LEA does not collect or report separate health education assessment data for grades 1–6.
Subpriority H – Foreign Languages (Grades 7-12 only)	

Goal to Achieve Subpriority	Increase student proficiency, enrollment, and success in world language courses for all students, including English learners, students with disabilities, foster youth, and socioeconomically disadvantaged students, aligned with state standards and UC/CSU A–G requirements.
Actions to Achieve Goal	● Provide standards-aligned world language courses across grades 7–12 with high-school access for eligible junior high students. ● Ensure equitable access to advanced and honors world language courses for all student subgroups including eligible junior high students. ● Implement interventions, tutoring, or support programs for students struggling in language courses ● Provide professional development for teachers on differentiated instruction, cultural competency, and language acquisition strategies. ● Offer college enrollment, online, or blended options to expand course access.
Measurable Outcome	● Increased enrollment and course completion in world language courses. ● Increased percentage of students meeting or exceeding proficiency on internal assessments, AP/IB exams, or college enrollment evaluations. ● Reduced achievement and enrollment gaps among student subgroups.
Goal and Outcomes for Subgroup	English Learners Goal to Achieve Subpriority - Provide English learners with scaffolded instruction to participate successfully in world language courses. Measurable Outcomes - Increased enrollment and successful course completion rates; growth on proficiency assessments. Students with Disabilities Goal to Achieve Subpriority - Provide accommodations and supports to ensure students with disabilities can access and succeed in world language courses. Measurable Outcomes - Increased participation in and completion of foreign language courses as supported by IEP accommodations and modifications. Foster Youth Goal to Achieve Subpriority - Ensure foster youth have access to world language courses despite potential school transitions. Measurable Outcomes - Increased enrollment, participation, and completion rates in world language courses. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Remove any potential barriers to enrollment in world language courses. Measurable Outcomes -

	Increased enrollment, participation, and successful completion in world language courses.
Methods of Measurement	• Internal assessments, AP/IB exam results, or college enrollment evaluations. • Teacher observations and formative assessments. • Student attendance and participation in world language courses. • Progress will be tracked through attendance, progress reports (when applicable), course grades, course completion data, and teacher input.
Subpriority I – Applied Arts (Grades 9-12 only)	
Goal to Achieve Subpriority	Increase student enrollment, participation, and proficiency in Applied Arts courses (including Career Technical Education and hands-on skill-based courses) for all students, including English learners, students with disabilities, foster youth, and socioeconomically disadvantaged students, to prepare them for postsecondary education, careers, and life skills.
Actions to Achieve Goal	• Offer standards-aligned Applied Arts/CTE courses across grades 9–12. • Provide equitable access to advanced, specialized, or enrichment Applied Arts courses for all student subgroups. • Implement targeted supports and interventions for students struggling in Applied Arts courses. • Provide professional development for teachers on differentiated instruction, career readiness, and project-based learning. • Expand opportunities through college enrollment, industry partnerships, and hands-on learning experiences.
Measurable Outcome	• Increased enrollment and course completion in Applied Arts/CTE courses. • Increased percentage of students demonstrating proficiency on course assessments, projects, or industry certifications. • Reduced achievement and participation gaps among student subgroups. • Increased postsecondary preparedness or career readiness indicators.
Goal and Outcomes for Subgroup	English Learners Goal to Achieve Subpriority - Ensure ELs have access to Applied Arts courses with language supports and scaffolds. Measurable Outcomes - • Increased enrollment and successful course completion; demonstrated growth on project-based or competency assessments. Students with Disabilities Goal to Achieve Subpriority - Provide accommodations and adaptive supports to enable students with disabilities to participate fully in Applied Arts courses. Measurable Outcomes - • Increased participation in and completion of applied arts competencies courses as supported by IEP accommodations and modifications Foster Youth

	Goal to Achieve Subpriority - Ensure foster youth have uninterrupted access to Applied Arts courses and hands-on learning opportunities. Measurable Outcomes - ● Increased enrollment and course completion; participation in projects or skill-based assessments. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Remove barriers (financial, resource, scheduling) to Applied Arts course access. Measurable Outcomes - ● Increased enrollment, participation, and successful completion; engagement in hands-on projects or skill-based assessments.
Methods of Measurement	● Progress will be tracked through attendance, progress reports (when applicable), course grades, course completion data, and teacher input.
Subpriority J – CTE (grades 7-12 only)	
Goal to Achieve Subpriority	Increase student engagement and achievement in CTE programs by providing industry-aligned courses, hands-on learning experiences, and access to career pathways in high-demand fields.
Actions to Achieve Goal	● Maintain and develop CTE course offerings. ● Provide professional development for CTE teachers to align curriculum with industry standards. ● Establish partnerships with local businesses and community colleges for internships and apprenticeships. ● Integrate academic support for students to meet both CTE and core academic standards.
Measurable Outcome	● Increase the number of students enrolled in CTE courses annually.
Goal and Outcomes for Subgroup	English Learners Goal to Achieve Subpriority - Provide accessible CTE opportunities with language support to ensure EL students can successfully complete courses and explore career pathways. Measurable Outcomes - ● EL students demonstrate increased participation and successful progress in CTE courses. ● EL students show measurable improvement in proficiency and performance in CTE coursework compared to baseline levels. Students with Disabilities Goal to Achieve Subpriority - Ensure students with disabilities have equitable access to CTE programs through accommodations, support services, and inclusive instruction.

	Measurable Outcomes - ● Students with disabilities successfully complete their CTE courses with the necessary supports in place. ● Improved alignment between IEP goals and career readiness outcomes. Foster Youth Goal to Achieve Subpriority - Support foster youth participation in CTE programs to promote career readiness and post-secondary opportunities. Measurable Outcomes - ● Foster youth demonstrate increased participation and successful progress in CTE courses. ● Foster youth engagement in internships or work-based learning experiences shows measurable growth over time. Socioeconomically Disadvantaged Goal to Achieve Subpriority - Provide equitable access to CTE programs for socioeconomically disadvantaged students through targeted outreach, financial support, and mentorship programs. Measurable Outcomes - ● Socioeconomically disadvantaged students demonstrate consistent engagement and progress in CTE programs, ● Students participate in career readiness opportunities to build skills and explore potential career pathways.
Methods of Measurement	● Progress will be tracked through attendance, progress reports (when applicable), course grades, course completion data, and teacher input.

Internal & State Assessment Tracking			
Tool - Assessments	*Purpose - Track student progress*	*Who and How - Student score reports/ Analysis by Assessment/ Intervention Department*	*Data Management System/ Assessment Department*
Baseline - Fall i-Ready Diagnostic Benchmark Assessment (ELA and Math) Initial ELPAC Assessment - Alternate ELPAC (upon 30 days of enrollment)	i-Ready • Evaluate student grade level placement, flagged for interventions • "What I Need" (WIN) Intervention - monitoring of assignment completion and progress Initial ELPAC - Assign ELD Program placement - strengthen language acquisition	i-Ready • Grades K-11 test in September - proctored by teachers • Analyzed by the Assessment and Intervention Departments Initial ELPAC - test within 30 days of enrollment • Students flagged based on Home Language Survey - Proctored by Assessment Department - Score Reports analyzed by Assessment Department • Required ELD Curriculum provided by the Assessment and Accountability Department	➔ School Pathways (SIS) ➔ i-Ready - Curriculum Associates ➔ Parsec Education - Data Analysis ➔ Excel ➔ CALPADS/Test Operations Management System ("TOMS")/ California Educators Reporting System ("CERS") - State Reporting ➔ Assessment Team
Interim - Winter i-Ready Diagnostic Benchmark Assessment (ELA and Math) Initial ELPAC Assessment - Alternate ELPAC (upon 30 days	i-Ready • Evaluate student progress • "What I Need" (WIN) Intervention - students at grade level exit WIN program • Effectiveness and	i-Ready • WIN students in grades K-11 test in December - proctored by teachers • Analyzed by Assessment and Intervention Departments	➔ School Pathways (SIS) ➔ i-Ready - Curriculum Associates ➔ Parsec Education - Data Analysis ➔ Excel ➔ CALPADS/TOMS/ CERS - State Reporting ➔ Assessment Team

of enrollment)	direction of MTSS Initial ELPAC - Monitor assignment completion and progress, provide support	Initial ELPAC - test within 30 days of enrollment • Students flagged based on Home Language Survey - Proctored by Assessment Department - Score Reports analyzed by Assessment Department • Required ELD curriculum provided by the Intervention Department	
Summative - Spring i-Ready Diagnostic Benchmark Assessment (ELA and Math) Initial/Summative ELPAC Assessments - Alternate ELPAC (when required) CAASPP (ELA, math, and California Science Test ("CAST")) - CAA (when required)	i-Ready • Evaluate student progress • "What I Need" (WIN) Intervention - students at grade level exit WIN program • Effectiveness and direction of MTSS • End of year (EOY) math and ELA proficiency levels - evaluate if meeting grade level expectations CAASPP/CAA • Develop a plan for following school year • Use score reports to direct student academic plan and goal setting	i-Ready • Grades K-11 test in March/April • Effectiveness and direction of MTSS • Analyzed by Assessment and Intervention Departments Summative ELPAC - test in March through May CAASPP/CAA • Test in April/May - Evaluate individual student and school growth - by student groups • Make informed decisions for the next school year - Assessment/ Intervention/ Education/ SPED Departments	➔ School Pathways (SIS) ➔ i-Ready - Curriculum Associates ➔ Parsec Education - Data Analysis ➔ Excel ➔ CALPADS/TOMS/ CERS - State Reporting ➔ Assessment Team

Schoolwide Learning Outcomes

Student Learning Outcomes are statements about what all students should know, understand and be able to do by the time they graduate. To meet the demands of the 21st century, Excel Academy-Irvine graduates will be:

Self-directed, critical thinkers who…

1. Produce quality work through multiple modalities
2. Organize and manage time efficiently
3. Demonstrate competency in active listening, reading, speaking and writing
4. Devise solutions in academic and real-world situations using higher-order thinking skills
5. Exhibit in-depth knowledge across disciplinesReflect on and analyze learning experiences

Resourceful, Lifelong Learners who...

1. Communicate effectively
2. Utilize personalization and a growth mindset to pursue individual passions and interests
3. Solve problems independently and collaboratively
4. Create and pursue personal, academic, and professional goals
5. Express ideas and information confidently and creatively
6. Employ technology to complement their knowledge

Respectful, Responsible Citizens who…

1. Demonstrate college and career readiness upon high school graduation
2. Possess personal integrity and take responsibility for decisions and actions
3. Model respect for diverse cultures
4. Contribute as leaders within their community
5. Develop a sense of personal accountability and dedication

Excel Academy's schoolwide goals aim to promote real-world application of academic instruction and content to bring curriculum to life for our students. Students are encouraged to think critically about subject matter and how it might relate to a larger community as well as global issues facing our world today. By nature of our independent study school and through the support of our fully credentialed teachers and staff, students quickly learn to self-monitor and set goals to accomplish the various tasks assigned in their courses. Combined with the robust curriculum offerings, the Organization encourages the pursuit of academic achievement by supporting the growth of all students to become creative and complex thinkers, effective communicators, community/global citizens, and empowered, independent thinkers. These goals are measured through local and state assessments, informal assessments at learning period meetings, parent/student/teacher survey responses, and informal observations.

ELEMENT C: STUDENT PROGRESS MEASUREMENT

Governing Law: The method by which student progress in meeting those student outcomes is measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. – Education Code Section 47605(c)(5)(C)

1) Methods of Assessment

EACS-Irvine, like other charter and non-charter public schools, will adhere to the tenets of the state accountability system. Using data from the statewide assessments and local assessments, EACS-Irvine will discern which numerically significant subgroups are not achieving growth target goals. Students identified as needing support to achieve proficient or advanced levels of achievement on assessments will receive additional individualized assistance, and, where appropriate, tutoring, remedial instruction, and other intensive interventions. To the extent practicable, the method for measuring student outcomes for the eight State Priorities shall be consistent with the way information is reported on a School Accountability Report Card ("SARC") as required by Education Code Section 47605(c)(5)(C).

Academic performance is assessed through graded lesson assignments, unit and module assignments, unit tests, project-based learning opportunities, course final exams, teacher observation, local assessments including diagnostic, formative, and summative, corresponding lessons for identified growth and annual statewide testing to include grade-specific CAASPP and CAST for all students. Annual ELPAC assessments will be reviewed for designated English Learner students, and annual progress towards IEP goals will be analyzed and updated for special education students.

2) Repeating a Course

Students may repeat courses if they earned a grade of D or F. While the previous lower grade and credits will be excluded from the grade point average ("GPA") calculation, the class with the lower grade will remain on the transcript. The higher of the two grades will be counted toward the cumulative GPA. There is no limit to the number of times a student may repeat the same course in which they earned a D or F. There is no limit to the number of courses students may repeat. Courses that have earned a grade of C or better cannot be repeated for higher GPA. Repeated courses will be indicated on the transcript as "/r/."

Students earning a D in any course who wish to improve their grade may repeat the course.

Students earning an F in a core course required for graduation must repeat the course.

Students earning an F in a non-core course required for graduation are not obligated to repeat the course as long as the minimum number of credits have been met for graduation.

Students are advised to refer to their four-year plan and speak with their School Counselor to confirm whether a course must be repeated in order to graduate. Students interested in applying to a four-year

college should be aware that most four-year institutions only allow a course to be repeated one time for grade replacement. Students shall review the websites for any colleges and/or universities of interest to verify the individual policy. Also, to remain in compliance with A-G requirements, the following must be met: To meet minimum admission requirements, students must complete 15 yearlong high school courses with a letter grade of C or better — at least 11 of them prior to the last year of high school.

Transcripts

Official transcripts should be requested from the registrar at least two weeks prior to deadlines.

Grade Level

Elementary and Junior High students in TK-8 are assigned a grade level based on the year of TK or K entry. High School students are assigned a grade level based on the year of 9th grade entry. Regardless of credit deficiency, students will be promoted to the next grade and given an opportunity to remediate credits in hopes that the student will graduate with his or her cohort. In the event that a student does not graduate with their cohort, EACS-Irvine will provide the student with an opportunity to continue their education, as long as they are continuously enrolled in public school and making satisfactory progress towards a diploma, pursuant to Education Code Section 47612(b).

3) Verified Data Assessments

Each year, students at the Existing Schools take the i-Ready benchmark diagnostic assessments in reading and math, a verified local data assessment. All students from kindergarten through eleventh grade are required to complete the assessments in the fall and spring. Students performing below grade level, based on their i-Ready scores, and who are enrolled in the WIN intervention program, have the opportunity to take the assessments again in the winter to demonstrate progress in both reading and math.

i-Ready provides data-driven insight that parent/guardians, teachers and administrators need to determine exactly where to focus instruction to ensure all students are on track to meet rigorous academic expectations and to succeed on state assessments. Parents/guardians are provided a student profile which is a detailed developmental analysis of the student's overall placement across grade levels and acts as a helpful tool for instruction. The state standards-based data provided by i-Ready is necessary for meeting state and charter needs. Students who complete the benchmark assessments are automatically provided individualized lessons focusing on gaps in learning and areas of concern within the reading and math domains.

4) Final Examinations - High School Students

High school students enrolled in EACS-Irvine are responsible for taking final exams and/or completing a final project as determined by the selected curriculum. Final exams are monitored and proctored by approved staff to ensure that all assessments are taken with integrity.

5) Standardized State Testing (CAASPP, CAST, ELPAC, PFT)

All students enrolled in EACS-Irvine are expected to attend mandatory state testing as appropriate for their individual grade levels which include the Initial and/or Summative ELPAC; CAASPP, which consists of the following assessments: Smarter Balanced ELA and mathematics, and CAST; and the Physical Fitness Test ("PFT"). CAASPP Smarter Balanced ELA and math assessments are administered to grades 3-8 and 11. The CAST assessment is administered to students in grades 5 and 8, and high school grade levels determined by the charter school. The PFT is administered to students in grades 5, 7, and 9. The Initial ELPAC assessment is administered to all students in grades TK-12 whose primary language is not English as indicated by the HLS for initial identification of students as English Learners within the first thirty days of enrollment. EL students are given the Summative ELPAC assessment every spring until they are RFEP. As determined by the IEP team, students with significant cognitive disabilities are assigned the Initial and/or Summative Alternate ELPAC assessments in place of the standard ELPAC, as well as the California Alternate Assessments ("CAAs") in place of the CAASPP assessments (ELA, math, and science). Students are monitored multiple times throughout the year with baseline formative and summative assessments to ensure they are making progress and are provided the necessary resources and support to meet or exceed grade level standards.

School-wide state assessment results are disaggregated and analyzed, and the findings are synthesized and shared with educational partners during public board meetings, as well as SSC, ELAC, PAC, and staff meetings. Individual results (CAASPP, CAST, PFT, ELPAC) are electronically shared with families, while summary results are reviewed and analyzed by administration. Teachers review student score reports with students and parents/guardians, providing students the opportunity to see how they performed, understand their results, and engage in conversations about strengths, areas for growth, college and/or career readiness, and the personal implications of their scores. ToRs provide individual state assessment feedback to parents/guardians during LP meetings. The Charter School relies on the robust data-collection and reporting features embedded in its SIS, TOMS/CERS, and local assessment platforms. The web-based SIS stores comprehensive data about students, instructors, courses, applications, and enrollments in a single database, enabling educators to efficiently retrieve information and create custom reports. Charter School faculty has access to reports that detail students' progress and challenges and may utilize a variety of automated interventions to help keep students on track.

6) Local Assessment - i-Ready Benchmark Diagnostic in Reading and Math

The current local assessment, i-Ready, provides user-friendly reporting and ongoing progress monitoring that offers parents/guardians and teachers real-time insights into each student's learning. The i-Ready diagnostic is a criterion-referenced assessment aligned to the Common Core State

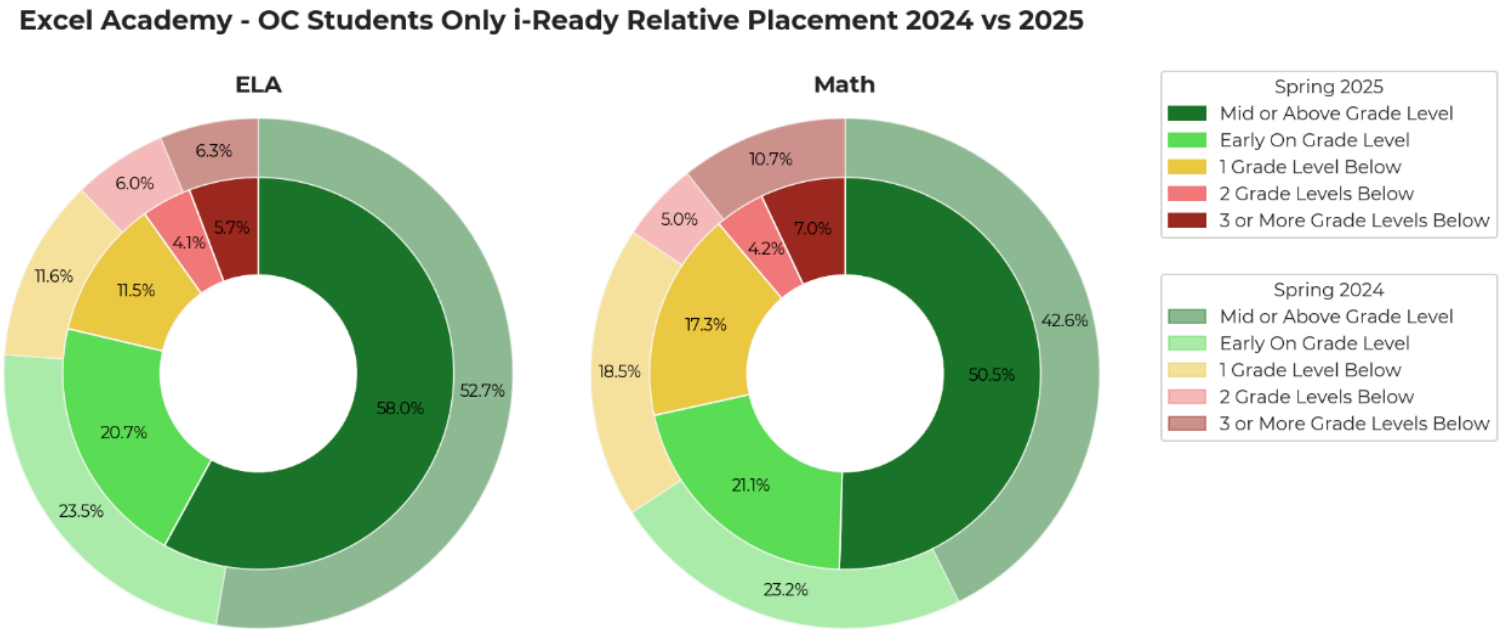
Standards. Using advanced adaptive technology, the platform adjusts dynamically based on student response patterns, allowing for more accurate and efficient identification of student needs compared to traditional fixed-form assessments.

As the diagnostic adapts, it presents easier or more challenging items depending on students' previous responses. By adapting across grade levels, the diagnostic helps teachers understand the root causes of student challenges. This is particularly beneficial for teachers and parents/guardians in planning

differentiated instruction, identifying learning gaps that may span multiple years, and determining where students are ready for additional challenges. Based on the diagnostic results, i-Ready automatically provides access to individualized online and teacher-led instruction tailored to each student's unique needs. In addition, easy-to-read reports provide teachers and parents/guardians with a detailed action plan for individual instruction, as well as the tools needed to deliver that instruction.

These data, mechanisms, and intervention procedures are used by teachers to assess each students' needs and implement appropriate modifications. Teachers adjust and enhance course content with a variety of student assignments, projects, and assessments, each created to address different learning styles, levels of challenge, and student needs. In addition, teachers may adjust curriculum, materials, and services in order to ensure students are maximizing their potential.

The collected data shows clear year-over-year improvement for Excel Academy-Warner's Orange County students in both reading and math from Spring 2024 to Spring 2025. In reading, the proportion of students performing at mid or above grade level rose from 52.7% to 58.0%, while the percentages in the two lowest performance bands decreased, indicating fewer students significantly below grade level. Math shows a similar upward trend, with mid or above grade level performance increasing from 42.6% to 50.5% and reductions across all below-grade-level categories. Overall, Orange County students are shifting to higher achievement levels with fewer students performing one or more grade levels below.



7) Reporting Data to Stakeholders

EACS-Irvine will provide requested reports to the District and Board as needed. Individual results from the Initial and Summative ELPAC, CAASPP, and PFT are shared with families and made accessible through the parent portal in School Pathways.

During LP meetings, EACS-Irvine teachers will review student score reports with students and parents/guardians. These meetings provide students with the opportunity to understand their performance, receive explanations of their results, and engage in discussions about their strengths, areas for growth, college and career readiness, and the personal significance of their scores. Students will engage in goal-setting activities designed to promote self-efficacy and motivation, helping them take ownership of their learning and track progress toward personal and academic objectives.

As with all public schools, EACS-Irvine's annual performance information will be shared with the community through the state's SARC. The SARC is published annually and made available to the public on the California Department of Education website.

8) Learning Period Meetings

LP meetings are an important component of the plan to assess student learning, well being and progress. LP meetings are a time when the credentialed teacher spends one-on-one time interacting with the student and evaluating and supporting growth while reviewing and collecting the student's body of work. During this meeting, the teacher documents student progress toward the measurable student goals and indicates the standards in which the student met and/or made progress.Throughout the year, during designated Learning Period meetings, students participate in formative assessments designed to monitor and assess their reading fluency, foundational math skills, and writing progress.Teachers work closely with the students and parent/guardians to make sure work is differentiated, and to ensure they are seeing different types of work samples at each LP meeting. Work samples which are used as authentic evidence of the student's abilities and progress. These samples are uploaded and stored within the SIS. The teacher also ensures that an appropriate amount of progress was made by the student for the number of days the student was awarded attendance and supports the parent/guardian and student in planning out future assignments, projects and goals. The pacing guides that have been created are a valuable tool for teachers, students, and parents/guardians to utilize as needed to help monitor progress and help students stay on task. This progress is documented in the SIS. In addition, Following the LP meeting, teachers reach out to their students and parent/guardians weekly to assess students based on discussions and goals set at each LP meeting. For secondary students in grades 9-12, teachers refer to the high school rubrics that have been created to evaluate each student's high school work.

9) Work Samples (Daily Assignments, Tests, Quizzes), Portfolios, and Projects

EACS-Irvine will require students to demonstrate mastery of all content standards through a comprehensive system of both quantitative (measurable, numerical data) and qualitative (descriptive, interpretive data) measures. Academic progress will be continuously monitored through frequent review of a variety of authentic work products, including: quizzes, tests, writing compositions, worksheets, workbook pages, electronic student portfolios, and multifaceted projects. All submitted work must be of high quality and reflect the student's original effort. We recognize that learning is an ongoing process; therefore, low scores on work samples are viewed not as failures, but as essential diagnostic data. This data will immediately trigger the Teacher of Record to implement targeted intervention and provide focused support to both the student and the home educator.

The i-Ready lessons provided are aligned to the State Standards and meet grade-level expectations. The results from the assessments and lessons assist the teacher and parent/guardians in providing additional support, curriculum, and resources to help students continue to progress. Teachers have the ability to adjust and modify lessons to fit the needs of their students. When teachers see that students need additional support in specific domains, they have the ability to pull lessons to present to the students and parents/guardians. The i-Ready Reading and Math Tools for Instruction include detailed teaching instructions, lessons, and activities or graphic organizers for parent/guardians and students to utilize.

10) Report Cards

At EACS-Irvine, transitional kindergarten through fifth grade students will be graded with a clear rubric and on a 4 - 1 scale that provides the teacher and the parent/guardians a clear understanding of student performance and growth. Students in grades 6 through 12 earn grades using the standard A-F scale, and they are specific to the grading scale. Report cards will be provided to students at the conclusion of the first and second semesters of school.

Quarterly Progress Reports - Grades 7-12

Progress reports serve as an essential communication tool between school and home. They help identify academic challenges early, allowing families, teachers, and students to work together to address areas of concern. This proactive approach promotes academic accountability, encourages consistent effort, and strengthens the partnership between families and our school community.

These progress reports will be sent from the Teacher of Record only to families of students who have a grade below 70% in any course at those times. The goal of these reports is to provide families with timely information and allow for early intervention to support academic improvement before final grades are issued.

Excel Academy strongly encourage families to take advantage of the student support resources that EACS-Irvine will provide:

- Tutor.com: 24/7 access to virtual tutoring in all core subjects
- Homework Help Hour: Weekly academic support
- Teacher of Record Meeting: Dedicated time for personalized academic guidance

ELEMENT D: GOVERNANCE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement – Education Code Section 47605(c)(5)(D)

Excel Academy Charter-Warner and Excel Academy Charter-Helendale are directly funded independent charter schools, operated by Excel Academy Charter Schools, a California tax-exempt 501(c)(3) nonprofit public benefit corporation, pursuant to California law.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Organization has received its full tax-exempt status from the federal and California state governments, under the federal Internal Revenue Code Section 501(c)(3) and the companion California state tax laws and regulations. See Exhibits for copies of the Articles of Incorporation, corporate bylaws, and Conflict of Interest Code, and see Exhibit D for copies of the Tax ID information and non profit tax exempt status documentation. EACS-Irvine will be governed by a set of mission-driven policies and procedures to help staff and administrators perform their daily responsibilities with a focus on the charter schools' mission.

1) Governance Structure

Excel Academy is governed by the Excel Academy Board of Directors ("Board" or "Board of Directors") in accordance with its adopted bylaws, as subsequently amended pursuant to the bylaws, which are consistent with the terms of the existing charters. The bylaws are the primary policy document dictating board practices and operations. The bylaws explicitly delineate the procedure for election and appointment, removal and vacancy of Board of Directors and policies and procedures for conducting board meetings and general board operations.

The Board shall have no fewer than three (3) and no more than nine (9) directors. All directors are designated by the existing Board at the corporation's annual meeting of the Board.

Board members each serve a fixed five-year term. In the fifth year of operation, governing board members will be elected to one, two, and three-year terms, as determined by the then seated Board, consistent with the bylaws. All Board members, thereafter, will be elected to serve three-year terms.

In accordance with Education Code Section 47604(c), the District may appoint a representative to the Excel Academy Board. If the District chooses to do so, Excel may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

2) Board Meetings

The Board of Directors shall hold regular meetings, along with the annual meetings, at such times and places as may from time to time be fixed by the Board. Regular meetings of the Board related to charter school operations shall be called, held, and conducted in accordance with the Brown Act and the Charter Schools Act,

Board of Directors' Duties

EACS-Irvine's governance responsibilities will primarily be divided between the Board and the Superintendent. The Superintendent and faculty will carry out the day-to-day operations of the Charter School, with the Superintendent having primary responsibility to conduct and manage the daily operations. The Board approves the budget and assures that the Charter School maintains high academic standards.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include.

Executing all applicable responsibilities provided for in the California Corporations Code;

1. Approving all major educational and operational policies.
2. Approving all major contracts.
3. Approving the Charter School's annual budget, budget revisions and overseeing the Charter School's fiscal affairs.
4. Hearing expulsion recommendations at scheduled Board of Directors meetings.
5. Hiring, terminating, and evaluating the Superintendent who oversees the day-to-day operations of the Charter School and implementing the policy direction of the Board.
6. Developing annual goals for the Charter School and long range plans with input from the Superintendent, teachers, and parent advisory council members.
7. Receiving reports from, and providing recommendations to the Superintendent relative to long-term strategic planning.
8. Assessing EACS-Irvine's goals, objectives, academic achievements/student progress, financial status, and any need for redirection.
9. Evaluating Charter School and student performance.
10. Contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.

11. Approving the annual independent fiscal audit.

12. Approving charter amendments as necessary and submitting requests for material revisions as necessary to the District for consideration.

The Board of Directors is responsible for the accountability requirements established by the Charter Schools Act of 1992 and the charter itself. One of the Board's primary responsibilities is to ensure that EACS-Irvine

is meeting annual accountability targets. The Board of Directors will routinely evaluate the academic, financial, and legal/compliance health of the Charter School.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors' objective is to develop an LCAP and an annual update to the LCAP that demonstrates measurable annual progress toward meeting the Charter School's high standards for student success, and to oversee the implementation of that plan by the Charter School's Superintendent.

3) Board Training and Sustainability

The Organization's founders and Excel Academy Board members are committed to continuous improvement and ongoing training to assist the Board in fulfilling its responsibilities to act as stewards for the Charter School. To this end, the Excel Academy Board will receive trainings and educational opportunities to more effectively govern EACS-Irvine's operations on topics including Conflict of Interest, the Brown Act, fiscal responsibility, ethics (AB 2158), school finance (AB 640), and governance.

The Charter School will maintain in effect general liability and board errors and omissions insurance policies. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Exhibit C.

4) Parental Involvement

The Organization believes that active parent/guardian participation in Charter School operations and governance helps foster a public school's long-term sustainability as a successful program. EACS-Irvine will encourage parent/guardian involvement and will ensure that all faculty practice open communication to enable every parent/guardian to take an active role in the academic and social progress of their enrolled child as well as in the direction and governance of the Charter School. EACS-Irvine will, on a regular basis, consult with parents/guardians regarding the Charter School's educational programs.

EACS-Irvine will establish an advisory council that may be composed of parent/guardians, students, certificated staff, and classified staff. The advisory council will play an important role in making EACS-Irvine a school that is responsive to staff's, student's, and parent/guardians' needs, and will provide for continual improvement. The advisory council will meet regularly and function to address and make recommendations

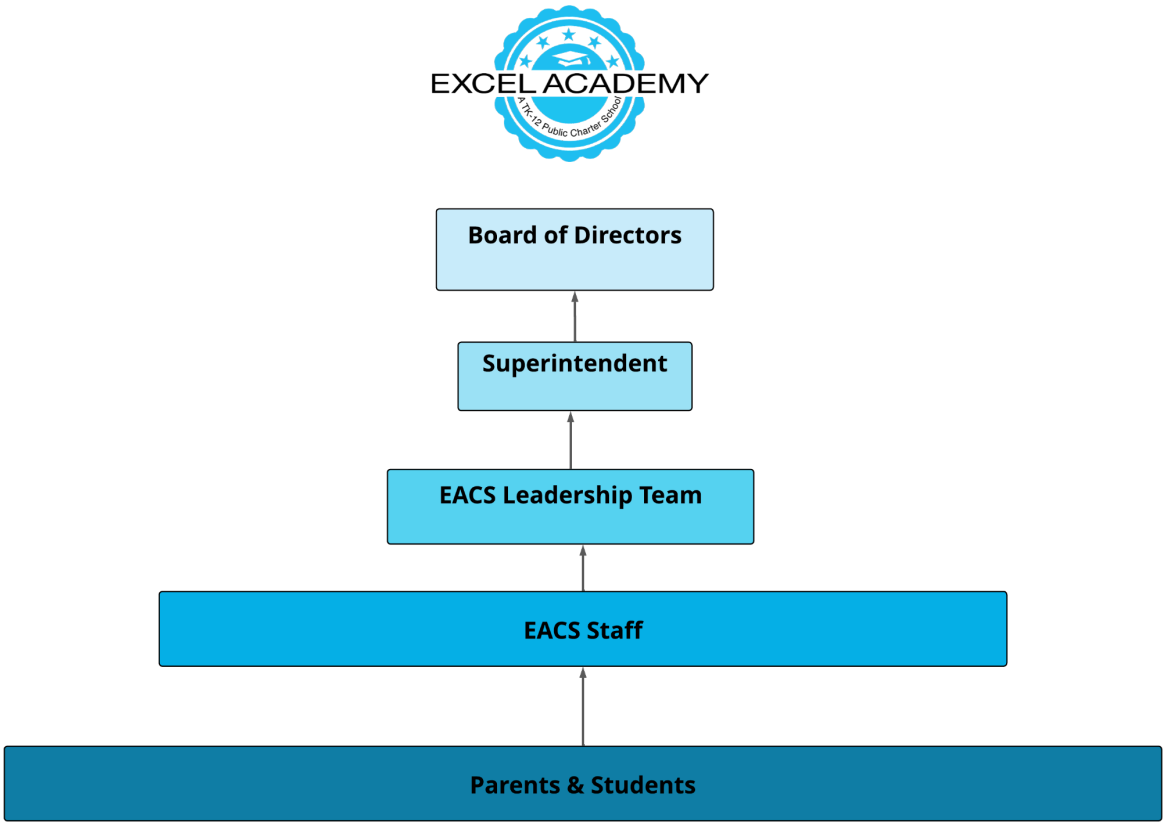
to the Superintendent regarding specific areas of Charter School operations.

The EACS-Irvine academic model will require frequent outreach to parents/guardians and easy accessibility to faculty. Parents/guardians will receive various email notifications regarding their child's pace and progress, and all parents/guardians will have at least monthly contact with their student's academic team.

Parents/guardians may be surveyed at least once a year to determine their satisfaction levels with the Charter School with respect to open governance, curriculum, instructional design and delivery methods, achievement of performance objectives, and other metrics that factor into the Charter School's governance and accountability.

These multiple reporting mechanisms, combined with the availability of faculty to parent/guardians during and beyond normal business hours, are designed to keep parent/guardians apprised, informed, and involved. This puts parents/guardians in a position to influence school decisions affecting their child.

The forum for major Charter School decisions will be public meetings of the Board held monthly throughout the school year. EACS-Irvine will post Board agendas on its website in compliance with the Brown Act, so parents/guardians will have the opportunity to share concerns and provide written and oral testimony regarding decisions pending before the Board.



ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. – Education Code Section 47605(c)(5)(E)

"A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in [an independent study assignment], provided that the assignment of a teacher to a position for which qualifications are prescribed, by this section shall be made only with the consent of the teacher." – Education Code Section 44865(k).

The Organization is dedicated to hiring exemplary staff who are committed to its mission, vision and values. All administrators, faculty, and staff members to be employed by EACS-Irvine must possess the titles, qualifications, knowledge base, background, expertise and experience essential to successfully fulfill their responsibilities as determined by the EACS-Irvine's Board, and Superintendent. EACS-Irvine will ensure that all applicable legal requirements are met for teachers, staff, paraprofessionals and other administrative employees of the Charter School. Each certificated employee at the Charter School will meet the applicable state licensing and/or credentialing requirements. For all positions, certificated and non-certificated, the employee, at minimum needs to satisfactorily meet the performance specifications EACS-Irvine requires for the position, as outlined below, and must possess the qualifications required to perform the essential functions of the position, as determined by Excel's Board of Directors and Superintendent.

Excel is an equal opportunity employer and does not discriminate against individuals based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), reproductive health decision-making, family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. The Charter School prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. Excel Academy complies with the ADA to ensure equal access to all qualified individuals with a disability. Background checks are conducted on all prospective new hires.

1) Recruitment and Hiring Plan

EACS-Irvine seeks to recruit and hire a diverse faculty composed of highly effective teachers, and highly skilled professionals who express an understanding of and support for our mission and student population; in accordance with ESSA we ensure all job descriptions indicate knowledge of requirements. We will

achieve this goal by recruiting and compensating our faculty and staff based on their ability to meet the needs of our school as outlined in our hiring and evaluation rubric. The rubric will contain qualifications and criteria directly aligned to the qualities we believe are essential for effective teaching and learning within EACS-Irvine, as outlined in Element A of this charter petition.

All applicants will participate in a robust interview process that includes steps to ensure all participating Executive team members can thoroughly assess the experience and capabilities of the applicant . Each recruitment initiative is aligned based on targeted plans that both align with the budgets and educational programs

The Director of Human Resources will prepare and recommend to the Executive Team and Charter School Board for approval, salary and benefit levels, working conditions and work year characteristics (e.g. length of year and day and vacation policies) for all employees that will allow Charter School to attract and retain the caliber of employees necessary for the Charter School's success.

2) Faculty and Staff Qualifications

The Organization has a highly specified set of qualities it will require of its teaching faculty. Pursuant to the Every Student Succeeds Act, charter schools are free to design personnel systems and hire staff that meet the unique needs of the charter school. All teachers and paraprofessionals at EACS-Irvine will meet applicable state certification and licensure requirements. EACS-Irvine will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment in accordance with Education Code Section 47605(l). EACS-Irvine may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a Board of a school district. The Charter School shall ensure that all paraprofessionals employed by the Charter School shall meet all applicable requirements under Education Code Section 45330.

EACS-Irvine will report to the CTC any change in a certificated employee's employment status as a result of an allegation of misconduct or while an allegation of misconduct is pending, pursuant to Education Code Section 44030.5.

The teacher is responsible for implementing appropriate strategies that assist each student in achieving their academic potential while also providing superior customer service to all internal and external customers.

Typical activities for the teacher may include:

- Evaluate student work as prescribed by EACS-Irvine's grading policy, and provide feedback on assignments, in which students are encouraged to be actively engaged in the learning process.
- Contribute to a climate where students are actively engaged daily in meaningful learning experiences.
- Work with the leadership team and other EACS-Irvine teachers to produce learning experiences suited to the grade level and to the student developmental level that will enhance student achievement.
- Communicate in a professional manner.

- Award and update student attendance in the student information system.
- Model professional and ethical standards when dealing with students, parents/guardians and community.
- Meet established deadlines.
- Set academic goals and champion the flexible and personalized needs of students.
- Conform with and abide by EACS-Irvine work procedures and instructions, and EACS-Irvine regulations and policies.
- Attend IEP meetings, coordinate with special education teachers and complete necessary documentation.
- When requested, participate in student and parent/guardian conferences, marketing events and proctor exams.
- Participate in committees and organizations as needed.
- Maintain effective and efficient records.
- Implement curriculum using activities that contribute to a climate where students are actively engaged in meaningful learning experiences and be available to assist students in-person or via phone, email and instant message.
- Identify, select, and modify instructional resources to meet the needs of students with varying backgrounds, learning styles, and special needs.
- Identify the need for additional academic support and implement and/or coordinate with parents and pupil support teams.
- Approach situations with a student-centered attitude and flexibility that promotes student success.
- Partake in professional development opportunities.

Administrative Staff

The Charter School strategically seeks administrative and operational staff members who possess exquisite talent, proven mastery, and specialized expertise in their functional areas. These professionals are centered in our mission, ensuring seamless financial integrity, operational compliance, and technological stability.

They successfully manage the complexity of all required work tasks—from precise financial reporting to essential human resources management—thereby removing administrative barriers so our educators can focus entirely on student success.

To maintain this high caliber of support, we commit to robust and targeted professional development opportunities. This ensures every staff member remains continuously abreast of all relevant changes in laws and regulations appropriate for their position, guaranteeing that our operational support is as innovative and excellent as our instruction. All key administrative qualifications are further detailed in Exhibit E.

The school is fundamentally committed to maintaining the highest standards of professional excellence and leadership across all levels of operation. To this end, all Certificated Administrative staff positions, including Principal and Directors, are strictly required to possess a valid Administrative Services Credential, ensuring full compliance with state educational leadership mandates. Beyond credentialing, each administrator will be selected based on extensive experience and must hold relevant advanced degrees that align with their operational expertise—such as an MBA or degree in Finance for fiscal leadership, or an advanced degree in Educational Technology for program development. This dual requirement guarantees that the school's

leadership possesses both the legal authorization and the specialized business acumen necessary to effectively manage a Non-Classroom Based learning environment, fostering innovation while maintaining fiscal and academic integrity.

Superintendent

The role of Superintendent, central to the leadership and successful operation of Excel Academy Charter School, will adhere to the highest professional standards. The Superintendent is required to hold a valid Administrative Services Credential, ensuring full compliance with all state regulatory requirements for educational leadership. This credentialing is coupled with the mandatory requirement that the Superintendent possesses advanced degrees and documented expertise directly relevant to their areas of operational oversight—whether in fiscal management, organizational design, or cutting-edge educational delivery models. This combined focus on state credentialing and specialized operational degrees ensures that the school is led by an individual capable of both providing strong, compliant educational governance and executing the innovative, technology-driven strategies essential for a high-performing non-classroom environment.

Principal

The Principal provides day-to-day educational leadership to ensure the school's instructional program is implemented with fidelity, aligned to California State Standards, and responsive to the needs of all students. In collaboration with executive leadership and school teams, the Principal guides the selection, development, and effective implementation of rigorous curricula, programs, and targeted interventions. The Principal ensures Teachers of Record have the training, resources, and ongoing support necessary to deliver high-quality instruction and equitable access to challenging coursework and enrichment opportunities.

The Principal oversees key academic structures and procedures that support student success and postsecondary readiness, including A–G and virtual course offerings, Advanced Placement programming, and processes related to University of California Online Pathway (UCOP) hybrid course submissions.

To support continuous improvement, the Principal reviews and analyzes student assessment and performance data to identify trends, establish growth priorities, and monitor progress through the school's performance dashboard. The Principal leads professional development focused on instructional best practices, formative assessment, and goal setting, and maintains a multi-year observation and feedback schedule to support teacher growth.

In partnership with families, the Principal provides parent/guardian webinars and training to strengthen home-school partnership and support families in understanding instructional practices and curriculum expectations. Finally, the Principal works collaboratively with staff and families to promote consistent student attendance and ensures attendance practices meet all applicable requirements.

School Counselor

The School Counselor provides comprehensive academic, college and career, and social-emotional guidance to ensure students are supported to make progress toward grade-level expectations, graduation requirements, and postsecondary goals. Working collaboratively with Teachers of Record, administrators, and support teams, the School Counselor helps students and families understand course pathways, graduation and A–G requirements, and available academic and career options, including virtual and advanced coursework as appropriate. The School Counselor supports individualized planning through regular student check-ins, goal setting, and timely interventions that promote engagement, persistence, and progress.

To strengthen student outcomes and ensure continuous improvement, the School Counselor reviews student performance indicators (including course completion, credits, and assessment-related data) to identify trends, monitor progress, and inform targeted supports. The School Counselor collaborates with the educational leadership teams to implement processes that ensure consistent academic procedures, including end-of-term requirements and final examinations.

In partnership with families, the School Counselor provides guidance and resources to support student success. The School Counselor contributes to a strong home-school partnership by offering informational sessions and support related to course planning, graduation pathways, and postsecondary options. Additionally, the School Counselor offers weekly social-emotional drop-in classes and bi-annual social-emotional wellness surveys to both parents and students. Through consistent collaboration, proactive counseling services, and a commitment to equity and student well-being, the School Counselor helps ensure students are supported academically, socially, and emotionally in order to thrive.

3) General Requirements, Hiring and Performance Review

Prior to employment, each employee will submit to a criminal background check as required by Education Code Section 44237; prior to beginning work, all employees will be required to undergo a criminal background check prior to hiring through a LiveScan fingerprint process secured by the California Department of Justice and the Federal Bureau of Investigation. These services will occur where the LiveScan service is offered., which may be located at district, county or local college facilities. The Charter School will adhere to California laws including fingerprinting, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. If the Charter School contracts with an entity for specified services, the Charter School will verify that any employee of that entity who will have contact with students, outside of the immediate supervision and control of the student's parent or guardian or a Charter School Employee, has had a valid criminal background check.

Employees must furnish proof of documents establishing legal employment status. The Director of Human Resources, Custodian of Record and the Superintendent will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

The annual Strategic Staffing Plan is reviewed and approved by the Board of Directors, which includes a comprehensive overview of job descriptions, compensation and overall fiscal impact. The Superintendent

will have the authority to recruit,interview and hire potential candidates. The Superintendent and/or designee will have the responsibility of evaluating the performance of the teaching and administrative staff, and to review the results of the performance reviews with the Board. The Excel Academy Board of Directors has the right, if it so chooses, to review these performance reviews before they are delivered to the staff members.

The Superintendent, with input from the Excel Academy Board as applicable, will determine the criteria by which to judge the performance of employees prior to conducting a formal performance review. These criteria will be tied directly to the Organization's school goals, mission, vision and will utilize a performance review rubric. The rubric will, among other criteria, be used to tie job reviews to relevant performance areas such as delineated in individual job descriptions, school and individual goals.

The Excel Academy Board of Directors will create the job and performance review of the Superintendent. The Superintendent's performance will be objectively evaluated based on school and student success as reflected in a predefined set of performance criteria.

4) Professional Development for Instructional Staff

The Organization is dedicated to the continuous enhancement of its staff through professional development. We ensure our team remains at the forefront of educational advancements by participating in key conferences such as California Charter Schools Association , Charter Schools Development Center, Association of Charter School Administrators, The Association of Personalized Learning Schools & Services, and Small School Districts Association. These conferences are pivotal in keeping us informed about the latest trends in education.

For our leadership team, we organize regular professional development sessions that are essential for strategic growth and leadership skills enhancement. Additionally, to ensure seamless operations and proactive governance, our team holds weekly Cabinet meetings designed for essential collaboration and cross-departmental visibility.

These meetings serve as our primary platform for sharing individual and departmental needs, allowing us to collaboratively navigate ongoing challenges and strategize solutions for new initiatives. Topics cover a wide range of mission-critical areas, including human resource planning, special education mandates, and legal updates.

This comprehensive approach provides the leadership team with proactive visibility into legislative changes and operational trends, ensuring we remain agile and well-positioned for effective management and long-term institutional stability.

Through these continuous professional development and collaboration efforts, the Organization is dedicated to nurturing a highly skilled and knowledgeable staff capable of delivering exceptional educational experiences.

Our professional development strategy for new teachers is systematically structured into three core phases:

Initial Onboarding, First-Year Mentorship , and Continuous Professional Learning (CPL). This ensures comprehensive support from the first day through advanced specialization.

1. Initial Onboarding: Foundational Readiness

This intensive phase is designed to ensure immediate instructional and operational effectiveness within our unique personalized learning environment. Key areas covered include:

- Mission and Culture: Internalizing our core values, vision, and commitment to student-centered success.
- Virtual Model Mastery: Deep understanding of the independent study educational philosophy and the distinct virtual experience.
- Systems Proficiency: Comprehensive training on working within our online platforms, including the student information system (SIS), virtual classroom, and curriculum ordering protocols.
- Stakeholder Communication: Best practices for effective communication with students, parents, and guardians in a virtual setting.
- Instructional Protocols: Strategies for monitoring and guiding student pacing, motivating diverse learners, and managing the unique requirements of independent study (e.g., pace charts, contact histories, and digital grading).
- Tech Integration: Essential technology tools and methods for maximizing teaching effectiveness and engagement.

2. First-Year Mentorship

During the critical first year, every new teacher is strategically partnered with a team of highly experienced educators called Lead Teachers and Compliance Coordinators who provide individualized support, guidance, and instructional modeling.

3. Continuous Professional Learning

We believe in empowering our teachers as reflective practitioners. Throughout the year, staff are provided with opportunities to expand their expertise in personalized learning strategies through participation in diverse professional programs. Furthermore, we leverage targeted teacher needs assessments (surveys) to identify and address expressed professional needs, ensuring that our continuing education programs are relevant, timely, and directly applicable to classroom challenges.

Individual Professional Development Plans

Additionally, all full-time school staff members are required to develop annual goals that identify areas of development that will lead to professional growth. This plan will be developed in conjunction with the Superintendent, department supervisor, and human resources. Some areas of growth might include:

- Presenting at a Charter School professional development opportunity.

- Measurable implementation of selected best practices methodology that will be employed to improve support for student success.

EACS-Irvine will annually allocate funds to support individual professional and leadership development activities throughout the year.

5) Authority and Responsibility

The Superintendent, Director of Human Resources and/or designee is responsible for monitoring teacher credentials and qualifications relative to their positions. While the Charter School administration is responsible for working with each teacher in the development and management of an individualized professional development plan, the Superintendent and/or designee ensures that state mandates are appropriately enforced in all schools. This work is further supported by the oversight of the Excel Academy Board of Directors.

ELEMENT F: HEALTH & SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i): That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. – Education Code Section 47605(c)(5)(F).

The Charter School's commitment to providing a safe and compliant environment is established through robust, legally compliant policies. Our administrative procedures are designed to meet, and often exceed, the stringent standards set forth in the Education Code, including the mandates detailed in Education Code Section 47605(c)(5)(F).

Our comprehensive set of health, safety, and risk management policies and procedures are developed in consultation with the Charter School's insurance carriers. These policies are formally incorporated into our parent/student and employee handbooks and are continuously reviewed through ongoing staff development and formal Board policy cycles. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

1) Strategic Compliance and Safety Planning

Our procedures for ensuring the health and safety of students and staff are strictly enforced, with requirements driven by Assembly and/or Senate bills codified in the Education Code:

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

a. child abuse reporting procedures

b. routine and emergency disaster procedures

c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079

e. a discrimination and harassment policy consistent with Education Code Section 200

f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable

g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

h. a safe and orderly environment conducive to learning

i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6

j. procedures for conducting tactical responses to criminal incidents

k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan

l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school

m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite

o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

2) Rigorous Personnel Screening and Health Requirements

We maintain strict protocols for personnel screening to ensure the integrity and safety of our learning environment:

Procedures for Criminal Background Checks

In accordance with state law, all personnel are subject to rigorous background checks:

- *Mandatory Clearance: Every employee and contractor is required to submit to a criminal background check and furnish a criminal record summary, as mandated by Education Code Sections 44237 and 45125.1. Applicants must submit two sets of fingerprints to the California Department of Justice.*
- *Hiring Prohibition: Pursuant to Education Code Sections 44830.1 and 45122.1, the Charter School shall not hire any person convicted of a violent or serious felony, except as otherwise provided by law.*
- *Oversight and Accountability: The Superintendent (or designee) is responsible for monitoring full compliance and reporting to the Governing Board on a regular basis. The Board President monitors the fingerprinting and background clearance of the Superintendent.*
- *Volunteers: Volunteers who serve outside the direct supervision of a credentialed employee must also undergo fingerprinting and receive background clearance prior to commencing their service.*

3) Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

4) Tuberculosis Risk Assessment and Examination

To mitigate health risks within the Charter School community, all employees are subject to TB screening requirements:

- *Initial Assessment: All employees must undergo a tuberculosis ("TB") risk assessment and examination (if deemed necessary) and be determined to be free of active tuberculosis within the 60-day period prior to employment or service, or otherwise meet the requirements of Education Code Section 49406.*
- *Ongoing Monitoring: As required by Education Code Section 49406, employees must undergo a TB risk assessment and examination (if necessary) at least once every four years thereafter. The Charter School maintains meticulous TB clearance records and certificates on file.*

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

5) Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students who receive classroom-based instruction must be immunized with a pertussis (whooping cough) vaccine booster.

The Charter School shall exclude students from participation in classroom-based activities if the student is not immunized in accordance with applicable law. Those parents/guardians who have difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

6) Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

7) Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent/guardian or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be

limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

8) Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on studemt suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy annually to incorporate best practices identified by the California Department of Education's model policy, as revised.

9) Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

10) Menstrual Products

To the extent that the Charter School operates any facilities attended by students, the Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

11) Gender Restrooms

To the extent the Charter School operates any facilities attended by students, on or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its facilities that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all

genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

12) Athletic Programs

To the extent the Charter School offers athletic programming, the Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

13) School Meals

If required by law, the Charter School shall provide breakfast and lunch free of charge on any school day that the student is participating in school activities as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School, to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

14) California Healthy Youth Act

The Charter School shall teach comprehensive sexual health education and human immunodeficiency virus

("HIV") prevention education to students in grades 7-12, at least once in junior high and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

15) Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

16) Facility Safety

Because EACS-Irvine will operate an independent study personalized learning school, there will be no need for a school building where classes are held on a daily basis. For administrative facilities, EACS-Irvine will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School will comply with all other applicable federal, state, and local building codes and requirements applicable to California charter schools, including the Americans with Disabilities Act, and other applicable fire, health, and structural safety requirements, and will maintain on file records documenting such compliance. EACS-Irvine will ensure that its offices will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard. The Charter School will obtain all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

17) Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

18) Drug-, Alcohol, and Smoke-Free Environment

EACS-Irvine shall function as a drug, alcohol, and smoke-free environment.

19) Blood-borne Pathogens

EACS-Irvine shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. An "Exposure Control Plan" shall be designed to protect employees from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

20) Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. To the extent the Charter School maintains any facilities in the future that are attended by students, the Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom

and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by pupils.

21) Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

22) Supporting LGBTQ+ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ+ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

23) Support Academic Futures and Educators for Today's Youth (SAFETY) Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

24) Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

25) Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of

each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

26) Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875,39877, 39878, 39879, as applicable, relating to background checks and testing for individuals providing transportation services for students.

27) Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT G: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. — Education Code Section 47605 (c)(5)(G)

Excel Academy actively recruits a diverse student population from within its authorized service area (Orange County and its adjacent counties). Within that boundary, admission will be open to any California resident, and all students will be considered for admission without regard to any characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

EACS-Irvine is committed to enrolling and serving a student population reflective of the racial and ethnic composition of IUSD, and to ensuring comparable access and representation for English Learners, redesignated fluent English proficient pupils, socio-economically disadvantaged students, and students with disabilities (IEP/504). EACS-Irvine will implement a data-driven recruitment and enrollment plan with defined outreach activities, multilingual communications, community-based partnerships, and ongoing monitoring to identify and address any enrollment gaps.

EACS–Irvine is designed to serve a student population that reflects the diversity of IUSD. IUSD serves approximately 38,000 students, with a diverse district with a majority Asian student population and meaningful representation of White and Hispanic/Latino students. In addition, IUSD reports approximately 13.9% English Learners. EACS-Irvine will embrace a mutual partnership that supports a diverse student body and aims to achieve a balance of racial and ethnic students, socioeconomically disadvantaged students, special education students, and English Learners, including redesignated fluent English proficient students, that is reflective of the general population residing within the territorial jurisdiction of the District.

EACS–Irvine will use a data-driven recruitment and enrollment monitoring process to support reflective balance across (1) race/ethnicity, (2) EL/RFEP, and (3) students with disabilities:

1. Prior to each enrollment cycle, EACS–Irvine will review IUSD's publicly reported demographics (including race/ethnicity, EL, and students with disabilities) and set internal benchmarks for applicant pool and enrollment comparability.

2. During the enrollment window, EACS–Irvine will review applicant and enrollment trends monthly to identify any subgroup underrepresentation relative to IUSD.

3. If the applicant pool or enrolled population shows underrepresentation of any required subgroup, the school will implement targeted outreach actions (described below) and document outreach steps and resulting changes in application/enrollment patterns.

1) Targeted Recruitment Strategies

EACS–Irvine will implement specific recruitment strategies designed to reach families across Irvine, including those historically less likely to enroll in independent study or virtual learning models.

1. Racial and Ethnic Balance: Neighborhood-Based, Multilingual Outreach

EACS–Irvine will:

- Conduct targeted outreach in Irvine neighborhoods and community hubs where application rates are lower, including libraries, community centers, parks programming, apartment communities, and family resource locations.
- Provide materials in English, Spanish, Korean, and Mandarin, and expand translations based on community needs and enrollment trends.
- Maintain multilingual enrollment support through trained staff and/or interpretation, including consistent Spanish, Korean, and Mandarin-language support and additional language access as needed.
- Ensure recruitment materials and school media (website, social platforms, videos) intentionally reflect diverse student representation and communicate that EACS–Irvine serves a wide range of learners.

2. English Learners and RFEP: Clear Program Information + Family Confidence

To attract and serve EL/RFEP students at levels comparable to IUSD, EACS–Irvine will:

- Provide clear enrollment materials explaining how EL students are identified and supported, including ELD services, progress monitoring, and reclassification pathways.
- Host enrollment webinars and events that are targeted for multilingual families, describing EL/RFEP supports, how services are delivered in both the Personalized and Virtual instructional models, and community environments for EL families to connect.
- Conduct outreach through community networks and organizations that support multilingual families, and offer 1:1 enrollment meetings to answer questions about services, instructional access, and family participation.

3. Students with Disabilities: Proactive Outreach

To support enrollment of students with disabilities reflective of IUSD, EACS–Irvine will:

- Clearly communicate in materials and information sessions that students with disabilities (IEPs/504 Plans) are welcome and will receive FAPE in the LRE through appropriate services and supports.
- Offer at least two annual information sessions focused on special education and 504 supports in an independent study setting (service delivery, evaluation/referral pathways, accommodations, and related services).
- Build relationships with community partners and parent networks supporting families of students with disabilities to ensure accurate information and an accessible enrollment process.

4. Socio-economically Disadvantaged Students

   To promote equitable access and support enrollment of socioeconomically disadvantaged students, EACS–Irvine will:

   - Provide enrollment assistance through multiple modalities (in-person, phone, and virtual) with flexible scheduling.
   - Proactively assess technology needs during the enrollment process and provide onboarding support to ensure families can successfully access required platforms and instructional materials.
   - Teachers of Record will collaborate with families to select standards-aligned curriculum options that are accessible and appropriate for each student's needs.
   - Establish and maintain relationships with community-based organizations and resource networks to connect families to services that reduce non-academic barriers to learning (e.g., food resources, counseling supports, and family assistance programs).
   - Provide timely referrals and support families in accessing resources when barriers arise.
   - Provide targeted academic interventions and progress monitoring to address learning gaps that may be associated with disrupted schooling or limited access to outside supports.

2) Specific, Measurable Outreach Commitments

To ensure outreach is actionable, EACS–Irvine commits to the following minimum activities in the initial enrollment cycle:

- Six (6) in-person Summer Social events hosted in geographically diverse areas, intentionally targeting underrepresented communities and providing multilingual enrollment support.
- Ten (10) virtual enrollment webinars between April–August, including sessions specifically addressing supports for EL, socio-economically disadvantaged, and special program students.
- Active participation in community events and family-facing expos, with multilingual materials and staff available to support prospective families.
- Market at community events such as LEAP, Imaginology, Learn & Grow, School Choice SoCal Homeschool & Education Expo, and other related events to provide flyers, brochures, and other information to interested parents/guardians in English, Spanish, Korean, Mandarin and other common languages. Marketing materials at such events will ensure a balance that is reflective of the general population residing within the District.
- EACS-Irvine will utilize paid social media advertising on Facebook and Instagram platforms that promote enrollment via website visits to the EACS-Irvine website enroll page. Additionally, social media and Community Group posts will help promote these virtual enrollment webinars among families interested in flex-based charter schools and educational programs similar to the Existing Schools.

- Ads will be targeted to populations that EACS-Irvine will serve. The target audience included parents and families of TK-12 students with multicultural affinity behaviors and interests of all cultures, as well families with whom are socio-economically disadvantaged.
- EACS-Irvine will utilize pay-per-click ads to promote enrollment through Google Search and other search engines driving audiences to visit the EACS-Irvine website enroll page.
- EACS-Irvine will utilize photos and videos of students to showcase a diverse student population including those with unique interests and needs. EACS-Irvine will engage regularly in Facebook Community Groups through organic posts and by responding to questions from families about how to enroll at EACS-Irvine, curriculum, program offerings, and how to attend virtual webinars to receive more information about the Charter School.

EACS–Irvine will maintain documentation of outreach efforts (event dates, locations, participation counts, languages provided, and partner organizations) and will use enrollment data to refine outreach annually. If reflective balance is not being achieved, EACS–Irvine will intensify outreach by increasing targeted event locations, expanding translation/interpretation supports, increasing subgroup-specific information sessions, and strengthening community partnerships until the applicant pool and enrollment patterns more closely reflect IUSD's demographics.

When prospective families complete the registration process, they will be put in touch with their Teacher of Record for the 2026-27 school year, to discuss the framework of EACS-Irvine, review curriculum options, content and community providers and ways to support their varying needs. As more families complete the registration process over the summer, a number of EACS-Irvine staff will work throughout the summer to reach out to these new families, provide resources, and set up a virtual meeting with them to discuss the programs at EACS-Irvine, and various curriculum options. In this way, families will be kept in contact with the Charter School from the start of the registration process until the first day of school.

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ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

EACS-Irvine shall admit all students who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the student or his or her parent/guardian or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parent/guardians.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, all students and their parents/guardians must complete and submit an enrollment packet, which includes the following:

1) Student enrollment form
2) Home Language Survey
3) Completion of Emergency Medical Information Form
4) Proof of minimum and maximum age requirements

5) Release of records[1]

6) The Master Agreement and Acknowledgement of Responsibilities ("AOR")

All students' continued enrollment shall depend upon them fulfilling the terms of the Master Agreement. Enrollment space will be based on need in the community and availability of qualified, trained qualified credentialed teachers to serve as the Teacher of Record.

Recruiting and Admission Cycle

The Charter School will establish an annual recruiting and admission cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents/guardians, (3) an admission application period, (4) an admission public random drawing, if necessary, and (5) enrollment. The Charter School may fill vacancies or openings that become available after this process using a waiting list created in accordance with the admission lottery procedures specified in this charter.

Timeline for Recruiting and Enrollment

The Charter School will recruit and enroll students from areas from which they are legally allowed to recruit and enroll. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any region (defined relative to the service area of ToRs) has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted region, with the exception of existing students, who are guaranteed admission in the following school year. In any year in which a random public drawing is not required because the number of applications does not exceed the Charter School's capacity, EACS-Irvine will admit all students who meet the admission and application requirements stated in the Charter. Applications for admission will be accessible on the Charter School's website.

Lottery – Public Random Drawing

In the event that the number of students seeking admission to any region exceeds capacity, a lottery will be held for the impacted regions, with the exception of existing students, who are guaranteed admission in the following school year. It will be completed in a physical or virtual public forum large enough to accommodate all those who wish to attend.

Once a child has been enrolled as a student at EACS-Irvine, they have the right to continue until they have completed the highest grade we offer. Students who are currently enrolled at EACS must re-commit for the following school year by the end of open enrollment by signing a Master Agreement for the following year.

The following admission preferences shall be given in the case of a public random drawing:

[1] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

1. Siblings of students admitted to or attending the Charter School;
2. Children of Charter School staff;
3. Students who have been previously enrolled in the Existing Schools;
4. Residents of the District;
5. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled by region by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each region in which there are fewer vacancies than students interested in attending. All lotteries shall take place on the same day in a single location. There is no weighted priority assigned to the preference categories; rather, within each region, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that region have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the lottery, all students who were not granted admission due to capacity will be placed on a waiting list in the order drawn. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Admission will not be based on prior student performance or admission testing. Post matriculation, various assessments may be administered to determine the student's readiness for the grade of entrance or maintenance of said grade. These instruments aid in the development of individualized learning plans for students.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT I: ANNUAL FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. — Education Code Section 47605(c)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and,in accordance with all applicable federal, state, and local laws and regulations, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Excel Academy Board or its designated Audit Committee, if formed for the fiscal year, shall oversee selection of an independent auditor and the completion of an annual audit of the Charter School's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall appear by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment, and accounting practices, and will review the Charter School's internal controls.

To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars, including the Single Audit Act when federal expenditures meet the applicable threshold.

The annual audit shall be completed and forwarded to the District, the County Superintendent of Schools, the California Department of Education, and the State Controller by December 15 each year, or otherwise required by law.

The Charter School's audit committee, if any, shall review any audit exceptions or deficiencies and report to the Charter School's Board with recommendations on how to resolve them. The Board of Directors shall report to the District regarding how the exceptions and deficiencies have been or will be resolved to the District's satisfaction along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies shall be referred to the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record, and shall be made available to the public upon request, in accordance with applicable law.

ELEMENT J: SUSPENSION/EXPULSION POLICY 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-Irvine 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-Irvine'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-Irvine 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-Irvine 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-Irvine administration shall ensure that students and their parents/guardians[2] 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 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.

[2] 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.

A student identified as an individual with disabilities or for whom EACS-Irvine 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-Irvine 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-Irvine 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(g).

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. 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 (1)(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.

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 Academy 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. 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;

6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;

7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;

8. An explanation of 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 Board or the Administrative Panel 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 Board or the Administrative Panel. 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 Board or Administrative Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Board or Administrative Panel 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 Board or Administrative Panel 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 hearing room 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 Students

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 Charter 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/guardian[3] 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

[3] Individuals in Footnote #1 are active participants in the meeting.

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 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

Excel Academy 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-Irvine 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 will be set forth in EACS-Irvine's Discipline and Involuntary Withdrawal Policy.

T. 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.

ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. — Education Code Section 47605(c)(5)(K)

Staff will participate in the federal social security system as required by law and will have access to their Charter School-sponsored retirement plans according to policies developed and adopted by the Board. The Board has determined; by Board action, to participate in the California State Teachers' Retirement System ("STRS") and Internal Revenue Code Section 403(b)/457 (b) plans or equivalent with employer contribution for its eligible staff, and plans to offer an Internal Revenue Code Section 403(b) plan with an employer contribution or other comparable benefits plan in conjunction with Social Security for all other staff. The Charter School shall comply with Education Code Section 47611. Teachers and staff may also have access to other school-sponsored retirement plans according to policies developed by the Charter School's Board for Charter School employees. The Superintendent will be responsible for ensuring appropriate arrangements are made available for employee retirement coverage.

In accordance with Education Code Section 47611.3, the County shall create any reports required by STRS. At the County's request, the Charter School shall pay the County a reasonable fee for the provision of such services.

Excel Academy Charter School will offer eligible full time staff access to rich, competitive health and welfare plans including but not limited to: health, dental, vision, life, accidental, cancer, flexible and health savings accounts. It will be at the Superintendent's discretion along with the approval of the Board to add, change and vet new benefits year-by-year in alignment with what is best for the Charter School, its staff and the current budget.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for students residing within the school district who choose not to attend charter schools. – Education Code Section 47605(c)(5)(L)

No student is required to attend EACS-Irvine. Students who reside within the District who choose not to attend the Charter School may attend school within their local school district of residence or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence.

Parents/guardians of each student enrolled in EACS-Irvine will be informed on admission forms that the student has no right to admission in a particular school of any local educational agency as a consequence of enrollment at EACS-Irvine, except to the extent that such a right is offered by the local educational agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. – Education Code Section 47605(c)(5)(M)

No public school district employee shall be required to work at the Charter School. Members of EACS-Irvine staff who leave employment in the District to work at EACS-Irvine shall not have any automatic rights of return to the District after employment by the Charter School, without prior consent specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Employees who were not previous employees of the District will not become employees of the District and will not have the right to employment within the District upon leaving the employment of the Charter School.

District employees cannot be required to work at EACS-Irvine, nor can the District require the Charter School to hire District employees, with the exception of District employees provided to the Charter School as part of an agreement for services paid to the District by EACS-Irvine under a separately negotiated agreement or memorandum of understanding.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. – Education Code Section 47605(c)(5)(N)

The Charter School is required to establish comprehensive procedures for the resolution of disputes related to the provisions of this Charter, in accordance with Education Code Section 47605(c)(5)(N). The intent of this framework is to foster a fair and timely resolution of conflicts, minimize oversight burdens on the District, and ensure procedural fairness for all stakeholders.

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

1) Internal Dispute Resolution Procedures

EACS-Irvine will adopt tiered policies to resolve internal disputes, ensuring that the appropriate level of due process is applied based on the nature and severity of the conflict.

2) Uniform Complaint Policy and Title IX Compliance

EACS-Irvine shall maintain and publicly provide a Uniform Complaint Policy and Procedures ("UCP"), as well as a fully compliant Title IX Policy, as mandated by state and federal law, respectively. These specialized procedures are exclusively designed to resolve statutory complaints alleging unlawful discrimination, harassment, or a violation of a state or federal law or regulation governing educational programs. The procedures adhere to all mandated UCP investigation and resolution timelines.

3) Personnel Discipline and Employee Due Process

Disputes over personnel discipline, performance, and termination are excluded from the UCP and general dispute processes and are resolved solely through the Charter School's formal Personnel Policies and Procedures.

- Policy Requirement: EACS-Irvine shall maintain comprehensive personnel policies, formally adopted by the Governing Board, which clearly set forth employee rights, responsibilities, disciplinary procedures, and formal complaint processes. These policies will be provided to every employee upon hire.
- Resolution and Administration: The Superintendent will administer all initial personnel discipline and resolve initial complaints.
- Employee Due Process and Appeal: For matters involving severe disciplinary action (e.g., suspension,

demotion, or termination), the affected employee shall have the right to a defined due process review and appeal of the Superintendent's decision to the Governing Board in accordance with the steps detailed in the Personnel Policy.

4) General Internal Stakeholder Disputes

A general internal dispute resolution process will be maintained to address conflicts among parents/guardians, students, Board members, volunteers, and staff that do not fall under the UCP or severe personnel discipline. Each stakeholder will be provided with a copy of these policies. The District agrees to promptly refer any general complaints regarding the Charter School's operations to the EACS-Irvine Superintendent for resolution in accordance with the Charter School's adopted policies.

5) External Dispute Resolution

In the event of a dispute between the Charter School and the District regarding the terms of this charter, the interpretation of law, or any other issue, both parties agree to exhaust the following mandatory resolution process before pursuing other legal remedies:

1. Written Notification and Framing

The party initiating the dispute must first frame the issue in writing ("Written Notification") and refer it to the District Superintendent and the Charter School's Superintendent/Executive Director, or their respective designees. EACS-Irvine requests that if the District Superintendent believes the dispute relates to an issue that could lead to charter revocation pursuant to Education Code Section 47607, this shall be specifically noted in the Written Notification.

- Revocation Clause: Participation in this dispute resolution process shall not be interpreted to impede or act as a prerequisite to the District's statutory ability to proceed with revocation procedures in accordance with Education Code Section 47607.

2. Meet and Confer (Escalated)

- Initial Conference: Upon receipt of the Written Notification, the Charter School Superintendent/Executive Director and the District Superintendent (or designees) shall informally meet and confer to attempt resolution. This meeting must occur no later than five (5) business days from the receipt of the Written Notification.
- Joint Board Meeting: If the informal meeting is unsuccessful, both parties shall identify two board members from their respective Governing Boards. These four individuals (two Board members, two Superintendents) shall jointly meet and attempt to resolve the dispute within fifteen (15) business days from receipt of the Written Notification.

3. Mandatory Mediation

If the dispute remains unresolved following the joint meeting, the parties shall schedule a mandatory mediation to resolve the matter, conducted in good faith.

- Process: Mediation proceedings shall be held within 60 business days of receipt of the Written Notification. The mediator shall be selected by mutual agreement of the parties.
- Costs: Each party shall bear its own attorneys' fees, costs, and expenses associated with the mediation. The mediator's fees and administrative fees shall be shared equally among the parties.

4. Legal Recourse

If mediation does not resolve the dispute, either party may pursue any other remedy available under law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT O: CHARTER SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records. – Education Code Section 47605(c)(5)(O)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

In the event the Charter School closes, EACS-Irvine will promptly notify staff, parents/guardians and students of the Charter School, Irvine Unified School District, Orange County Department of Education, the Charter School's SELPA, the retirement system in which the Charter School's employees participate, and the California Department of Education, in writing, as far in advance as possible. This notice shall include:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- The students' school districts of residence; and
- The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School. The Charter School website will provide links to resident school district enrollment/transfer procedures if these are published online (limited to the home districts of currently enrolled students).

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records, and will otherwise assist students in transferring to their next school. EACS-Irvine will maintain student records and personnel records for a term and in a manner consistent with applicable federal and state law. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Department of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. The Board will allocate sufficient funding for, or otherwise determine how Charter School will fund these closure activities.

MISCELLANEOUS CHARTER PROVISIONS

1) Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

A financial plan for the Charter School, including a budget narrative, projected first year budget including startup costs, cash flow and financial projection for three years of operation, is attached as Exhibit E. This plan is based on the best data available to the petitioners at the time the plan was assembled.

2) Financial Reporting

Financial Systems and Processes

The Organization has an internal business and fiscal department that takes care of accounting and fiscal reporting. The Charter School contracts with an accounting firm for statutory federal and state tax filing.

Financial Reports

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter 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.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District

including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter will implement an attendance recording and accounting system which complies with state law and the District's requirements.

If the Charter School anticipates applying for the Charter School Revolving Loan Fund, EACS-Irvine understands that it must comply with Education Code Section 41365 if it receives funds.

EACS-Irvine will be a direct-funded charter school and anticipates depositing its funds in a non-speculative and federally insured bank account for use by the Charter School.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

3) Insurance

Insurance Certificates

EACS-Irvine shall keep on file certificates signed by an authorized representative of the Charter School's insurance carrier. The District reserves the right to require complete certified copies of the required insurance policies. Required insurance includes Commercial General Liability, Commercial Auto Liability, Worker's Compensation, Property and Fire, and Errors and Omissions. All insurance requirements are specified in the MOU between EACS-Irvine and the District.

Optional Insurance

Should EACS-Irvine deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

4) Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to,

financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Pursuant to California law, the District will be required to provide certain oversight duties, including monitoring Charter School and student performance data, reviewing the Charter School's financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter amendments and renewal requests.

EACS-Irvine will coordinate with the County Department of Education to report pertinent STRS payroll data. The County Department of Education may request a reasonable fee for coordinating this transfer of data. The Charter School shall maintain its own health and benefits by contracting with an insurance broker or similar third party to enroll in appropriate health and wellness insurance plans.

5) Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. – Education Code Section 47605(h).

The Charter School is operated in an independent study environment. As such, minimal facility usage is required. The Organization maintains a central administrative office wherein important student and personnel records are maintained. The central office is located at 1 Technology Drive, Suite I-811 Irvine, California 92618. This location is used for administrative purposes and other similar types of activities. In addition to a central administrative office, EACS-Irvine may maintain a central warehouse to facilitate the in and outbound logistics of student curriculum, technology, and supplies. Many of our programs meet either virtually or in mutually agreed upon public locations every learning period with no resource center needed. EACS-Irvine shall ensure that any other resource center, meeting space, or other satellite facility established by the Charter School shall be in compliance with all applicable requirements of Education Code Section 47605.1.

6) Transportation

As an independent study program, EACS-Irvine does not provide any home to school or school to home transportation services; however, EACS-Irvine will ensure that students with IEPs that require such transportation services receive them. EACS-Irvine may occasionally arrange for public, rented or parental transportation for field trip-type excursions and learning opportunities.

7) Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. –

Education Code Section 47605(h).

EACS-Irvine is operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and the California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School intends to maintain liability, property, and errors and omissions insurance as outlined above to protect the Charter School's assets, staff, Excel Academy Board members, and, where appropriate, the district from unforeseen liability. Minimum insurance amounts shall be determined by recommendation of the Charter School's insurance broker for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

8) Financial Management and School Services Contracts

Financial Management

EACS-Irvine's Superintendent will be responsible for overseeing the Charter School under policies adopted by the Excel Academy Board. As described further below, the Charter School may contract with a back office provider and a student information system software for certain of its operational, administrative, and financial services.

The back office provider and student information system used shall demonstrate a track record of experience with virtual/independent study public schools, and will meet the Charter School's service needs based on mandatory state data tracking and reporting requirements.

Material Contracts

EACS-Irvine may contract the following material agreements for services:

- An agreement for payroll processing services.
- An agreement for accounting and tax services.
- An agreement with an independent financial auditor that meets the certification and licensure requirements for conducting an independent financial audit of California public schools.
    - This agreement will be made upon terms and conditions that are standard for the industry and will ensure a legally compliant annual audit of EACS-Irvine's finances.
- An agreement state approved curriculums, to supply EACS-Irvine's online instructional program.
- An agreement with approved content and community providers to supply curriculum for school
- An agreement for a student information system with School Pathways or another high quality student information system.
- An agreement for back office services
- An agreement for an interactive online meeting space
- An agreement for Tech Support for faculty and students.
- An agreement for Website design and maintenance.
- Any other Agreement for systems or software to facilitate the operations of EACS-Irvine.

GENERAL PROVISIONS OF THE PROPOSED CHARTER

Term

The term of this Charter shall be July 1, 2026 – June 30, 2031. This Charter may be renewed for one or more subsequent terms, in accordance with Education Code Sections 47607 and 47607.2, upon mutual agreement of the parties.

Revisions

Material revisions of this Charter may be made in writing with the mutual consent of the District and the Excel Academy Board. Material revisions shall be made pursuant to the standards, criteria, and timelines set forth in Education Code Sections 47605 and 47607.

Miscellaneous

The Charter School intends to enter into a mutually agreeable MOU with Irvine Unified in which outlines further details of the relationship between the District and the Charter School. The MOU may include, but not be limited to, the following:

- Transportation and food services to be provided by the District, if any
- Services to be purchased by the Charter School from the District, and the fee schedule for such services
- Details of the oversight and monitoring relationship between the Charter School and the District
- Mutual indemnification from loss
- Cash advances to handle cash flow issues, if necessary
- Charter School's receipt of mandated cost reimbursement
- Fiscal reporting requirements to the state, either independently or through the District
- District support for the Charter School in seeking additional funding

Communication and Notices

All official communication between the Charter School and the District will be sent via first class mail or other appropriate means to the Charter School Superintendent and the Superintendent of the District.

APPENDIX

Curriculum

K-6 Focused Curriculum

Comprehensive All-Subject Curricula

BookShark (TK-6)
Bright Thinker (4th-12th)
Moving Beyond the Page (K-9th)
Frog Street (TK)
Memoria Press Charter (TK-12)
TPT Bundle – Deanna Jump (TK)
TPT Bundle – Discovery Station Learners (TK)
Oak Meadow

Comprehensive ELA Programs
Blackbird & Company (K-8)
McRuffy Press Language Arts (TK-5)
myView Literacy- (K-5)
Florida Virtual Global School (FLVS) (1st–6th)
Moving Beyond the Page (K-12)
McGraw-Hill StudySync (6-8)

English/Language Arts (ELA) A La Carte Curricula

Comprehension (Fiction/NonFiction) & Vocabulary

BookShark Reading with History (K-12)
Lightning Literature and Composition (1-8)
Novel Ties (K-12)
Junior Great Books (2-5)
Great Works Guides- (K-12)
Wordly Wise 3000 (K-12) vocabulary

Foundational Skills (Letters, Phonics, Spelling, etc)

All About Reading (K-4)
All About Spelling (K-5))
Soaring with Spelling (1-8)
Logic of English (K-8)
Mrs. Wordsmith Foolproof Spelling (1-6)
Explode the Code- (TK-4)
Spelling Plus: 1000 Words Toward Spelling Success (1-6)
Spelling Workout (K-8)
Spelling You See (K-6)
Zoo Phonics- (TK-1)
Letterland (TK-3)
Building Spelling Skills-Evan Moor (1-8)
Vocabulary Fundamentals- Evan Moor (1-4)
Plaid Phonics (K-6)
Branches Learning (K-1)
Grammar

Mathematics

Comprehensive Math Programs

Dimensions Math (TK-8)
Math Mammoth (1-8)
McRuffy Press Color Math (K-5)
Saxon Math (K-12)
Beast Academy Books and Online- AoPS (2-5)
Math with Confidence (K-4)
Eureka Math (K-5)
Envision Math Homeschool Bundle (SAAVAS) (K-5)
Mathematical Reasoning – Critical Thinking Company (TK-6)
Thinkwell Homeschool Math (6-12)
Mr. D Math (5-12)
My Math (McGraw-Hill) (TK-5)
Florida Virtual School Flex Course (FLVS) (1–6)
GO Math! (K-6)
RightStart Mathematics (K-6)
Reveal Math McGraw Hill (K-5)
Math in Focus (HMH)

Science

Science Curriculum Collage (TK-8) Using Next Generation Science Standards, students can select different curricula with the support of their ToR to meet the Grade Level Standards.
Core Knowledge Science (K-8)
McGraw Hill Inspire Science (K-8)
Florida Virtual School Flex Course (FLVS) (1–6)
Studies Weekly Science (K-5)
Exploring the Building Blocks of Science (K-5)
Nancy Larson Science (K-5)
Elemental Science: Classical Science (1-5)
Supercharged Science (1-12)
My Pals Are Here! Science (1-6)
Science Dimensions 6-8
Mystery Science (K-5)
HMH Into Science (K-5)

Social Studies

World History Detective (Grade 6)
California History Teacher (Grade 4)

Growing with Grammar (1-8)
Easy Grammar (1-12)
Fix It! Grammar (3-5)
Editor in Chief (4-8)
First Language Lessons for the Well-Trained Mind (1-4)
The English Grammar Workbook (6-8)
Language Fundamentals- Evan Moor (1-6)

Composition Writing

Essentials in Writing (1-12)
Brave Writer (1-12)
Write-On! Webb Semester Writing Courses (3-8)
Building Writing Skills (3-7)
Building Writers: Learning without Tears (K-5)
Winning with Writing (1–6)
The Baran Method (2-12)
Writing with Ease- (K-4)
IEW: Institute for Excellence in Writing (K-12)
Write-On! Webb Semester Writing Course (3-8)

Handwriting/Typing

Handwriting Without Tears (K-4)
Zaner-Bloser Handwriting (K-4)
Typing.com (3–6)
D'Nealian Handwriting (K-5)
Universal Handwriting (TK-5)
McRuffy Handwriting (K-5)

myWorld Interactive Social Studies (K-8)
McGraw Hill IMPACT Voices and Perspectives (6-8)
Studies Weekly Social Studies (K-6)
Florida Virtual School Flex Course (FLVS) (1–6)
IMPACT Social Studies (K-5)
Story of the World (1-8)
National Geographic Learning (Cengage)
Curiosity Chronicles Curriculum (1-8)

6-8 Focused Curriculum

Mathematics

Comprehensive Math Curricula

AoPs (Art of Problem Solving) (7-12)
Bright Thinker (6-12)
Dimensions Math (Singapore Math) (6-8)
Imagine Learning (6-12)
Envision Math (SAAVAS 2017 Ed.) (6-8)
Excel Teacher Led (ETL) class with BrightThinker (7-8)
GO Math! (6th grade only)
Math in Focus (HMH)
Math Mammoth
Mr. D Math – (8-12)
Live Online Math – (7-12)
Reveal Math (McGraw Hill)
RightStart Mathematics (6th grade only)
Saxon Math Homeschool Edition (K-12)
Singapore Math Primary Mathematics (6th grade only)

Social Studies

Comprehensive Curricula

Bookshark (6-8)
Bright Thinker (6-12)
Critical Thinking Company (7-8)
Excel Teacher Led (ETL) class with BrightThinker
Houghton Mifflin Harcourt
Imagine Learning (6-12)
History Odyssey (6-8)
National Geographic Learning (Cengage)
McGraw Hill IMPACT Voices and Perspectives (7-8)
Moving Beyond the Page (MBTP) (TK-8)
Oak Meadow
Story of the World, Volume 1, 2 and 3 (6-7)
Write at Home (6-12)

Social Studies- Supplemental Only

American History Series (Carson Delarosa) (6-8)
Curiosity Chronicles Curriculum (6-7)

Dimensions Math (Singapore Math) for continuity from 6th-8th grade.
Thinkwell Homeschool Math (6-12)

Math Supplements

"Key To..." Series (6-12)

English/Language Arts (ELA)

Comprehensive ELA Programs (no additional materials needed)

Blackbird and Company (6-8)
Bright Thinker (6-12)
Essentials in Writing And Literature (2nd Ed) (7-12)
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning (6-12)
Moving Beyond the Page (MBTP) Literature Units (6-9)
McGraw-Hill StudySync (6-8)
myPerspectives Homeschool Bundles (6-12)

A la Carte ELA Options to mix and match

Literature (pair with Spelling & Vocabulary and Writing & Grammar choices)
Bookshark Reading with History (6-9)
Essentials in Literature (6-12)
GreatWorks Guides (6-12)
Lightning Literature and Composition (6-8)
Novel Ties (6-12)
Write at Home (6-12)

Spelling & Vocabulary (pair with Literature and Writing & Grammar choices)

Building Spelling Skills-Evan Moor (6-8)
Megawords (6-8)
Soaring With Spelling and Vocabulary (6-8)
Spelling Plus: 1000 Words Toward Spelling Success (6th grade only)
Spelling Workout (6-8)
Spelling You See (6th grade only)
Wordly Wise 3000 (6-12)

Writing & Grammar (pair with Literature and Spelling & Vocabulary choices)

Brave Writer (6-12)
Building Writing Skills (6-7)
Essentials in Writing (6-12)
Easy Grammar (6-12)
Mysteries in History (6-8)

Science

Comprehensive Science Curricula

Bright Thinker (6-12)
Bookshark (6-8)
Core Knowledge Science (6-8)
Excel Teacher Led (ETL) class with BrightThinker
HMH Dimensions Science - NGSS science curriculum
Imagine Learning (6-12)
Elemental Science: Classical Science (6-8)
Exploring the Building Blocks of Science (Real Science 4 Kids) (6-8)
Exploration Education (8th grade)
McGraw Hill Inspire Science (6-8)
Moving Beyond the Page (MBTP) Science (6-8)
My Pals Are Here! Science (6th grade only)
Oak Meadow (6-12)
SAVVAS Elevate Science (6-8)
Supercharged Science (6-8)
Science Unlocked

Editor in Chief Level 2 (6-8)
Institute for Excellence in Writing (IEW) (6-12)
The English Grammar Workbook (Calisto) (6-8)
The English Grammar Workbook (6-8)
The Baran Method (6-12)
Well-Trained Mind: Complete WriterWriting with Skills Levels 1-2
Winning With Writing plus Growing With Grammar (6-8)
Write at Home (6-12)
Write on Webb (6-8)

Grammar Only- supplemental

Easy Grammar (6-7)
Language Fundamentals- Evan Moor (6th grade only)
Zaner-Bloser GUM (6-8)

World Languages

Junior High Introductory World Language
Imagine Learning (7-12)

High School College Prep (CP) Spanish A/B
¡Avancemos! - Holt McDougal (Levels 1-4)
Breaking the Spanish Barrier, Level 1
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning (7-12)
LanguageBird
Oak Meadow (Levels 1-3)
Reporteros - Klett Languages
Rosetta Stone - Spanish (Levels 1-4)
Spanish Advantage
Spanish Barron's Foreign Language Guide
Spanish Now! Level 1
Spanish Now! Level 2
The German School
For Spanish Heritage Speakers
Mapas - Klett Languages
Spanish is Fun! - Perfection Learning

High School College Prep (CP) Latin 1 A/B
Oxford Latin Course Part 1 (2nd Ed)
McGraw Hill Latin for Americans
Memoria Press Charter First Form Latin AND Second Form Latin
Imagine Learning Latin

High School English

Blackbird and Company
BrightThinker- English I
Essentials in Writing and Literature Level 9 Second Edition Bundle
Excel Teacher Led (ETL) class with BrightThinker

High School Math

Pre-Algebra A/B
Art of Problem Solving (AopS)
Glencoe - Pre Algebra - print
Excel Teacher Led (ETL) class with BrightThinker
High School Math Live Pre-Algebra I
Live Online Math - Pre Algebra
Miss Crady The Math Lady
Mr. D - Pre Algebra
Saxon - Algebra ½
Starline Press - Pre Algebra
Teaching Textbooks - Pre Algebra 4.0
Thinkwell - Pre Algebra

CP Algebra 1 A/B a-g area c NCAA
Amsco (division of Perfection Learning)
Art of Problem Solving (AoPS) - Algebra 1
BrightThinker- Algebra I
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning
High School Math Live Algebra I
Live Online Math - Algebra 1
McGraw Hill
Miss Crady The Math Lady - Algebra 1
Mr. D - Algebra 1
Oak Meadow - Algebra 1
Saxon - Algebra 1, 3rd edition
Teaching Textbooks - Algebra 1 4.0
Thinkwell w/ printed quizzes and answer keys + printed worksheets - Algebra 1
Silicon Valley HS Online:- Algebra 1 Part 1 & 2

Imagine Learning
McGraw Hill
Moving Beyond the Page
Oak Meadow
Pearson Literature Common Core Grade 9
Silicon Valley HS Online
Write at Home
Write at Home

Writing

Essentials in Writing, Level 9
Oak Meadow: Composition 1 + Composition 2
IEW Structure and Style, Level C
Write at Home

Literature

Essentials in Literature Level 9
Oak Meadow
Write at Home

Grammar/Vocabulary

Critical Thinking Company
Easy Grammar Ultimate Series
Grammar for the Well-Trained Mind: Blue Workbook and Key
Rules for Writers by Diana Hacker
The Elements of Style Workbook: Writing Strategies with Grammar Book
Wordly Wise 3000 Student Book 9, 3rd Edition

CP English 10 A/B or CP World Literature A/B a-g area b NCAA

BrightThinker- English II
Excel Teacher Led (ETL) class with BrightThinker
Essential in Writing and Literature Bundle Level 10 with scoring service
Imagine Learning
McGraw Hill
Oak Meadow
Pearson
Silicon Valley HS Online
Write at Home
Blue Tent

Writing

Essentials in Writing, Level 10
Oak Meadow: Composition 1 + Composition 2
Essentials in Writing
Write at Home

Literature

Essentials in Literature Level 10 Bundle
Write at Home

Grammar/Vocabulary

Easy Grammar Ultimate Series
The Elements of Style Workbook: Writing Strategies with Grammar Book
Rules for Writers by Diana Hacker
Wordly Wise 3000 Student Book 10, 3rd Edition

CP Extended Algebra 1 (A/B, C/D) a-g area c

BrightThinker- Algebra I Accommodated
Saxon - Algebra 1
Teaching Textbooks - Algebra 1 4.0

CP Geometry A/B a-g area c NCAA

Amsco (division of Perfection Learning) - Geometry
Art of Problem Solving (AopS) - Geometry
BrightThinker- Geometry
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning- Geometry
*Geometry: Seeing, Doing, Understanding by Harold Jacobs
High School Math Live Geometry
Live Online Math - Geometry
McGraw Hill - Geometry Bundle
Miss Crady The Math Lady - Geometry
Mr D - Geometry - online/asynchronous
Oak Meadow - Geometry
Saxon - Geometry
Teaching Textbooks - Geometry 4.0 l
Thinkwell w/ printed quizzes and answer keys + printed worksheets- Geometry
Silicon Valley HS Online: Geometry Part 1 & 2

CP Algebra 2 A/B a-g area c NCAA

Amsco (division of Perfection Learning) - Algebra 2 - print
BrightThinker- Algebra II - asynchronous or paper packet
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning - Algebra II
High School Math Live Algebra II
*Live Online Math - Algebra II
McGraw Hill - Algebra 2, Common Core Edition
Miss Crady The Math Lady - Algebra 2
Mr D - Algebra 2 - online/asynchronous
Oak Meadow - Algebra II - print (Uses Saxon Curriculum)
Saxon - Algebra 2, 3rd Edition; Algebra 2, Homeschool Kit, 3rd Edition
Teaching Textbooks - Algebra 2 4.0
Thinkwell - Algebra 2 w/ printed quizzes and answer keys & printed worksheets
Silicon Valley HS Online: Algebra 2, Part 1 & 2

CP PreCalculus A/B a-g area c NCAA

Amsco (division of Perfection Learning) - PreCalculus - print
BrightThinker- PreCalculus - asynchronous or paper packet
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning- PreCalculus
High School Math Live Precalculus with trigonometry
Live Online Math - PreCalculus
McGraw Hill - PreCalculus, Common Core Edition
Miss Crady The Math Lady - PreCalculus

Critical Thinking Company - Editor in Chief Level 3
Grammar for the Well-Trained Mind

CP English 11 A/B or CP American Literature A/B a-g area b NCAA

BrightThinker- English III
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning
Essentials in Writing and Literature Level 11 with scoring service
McGraw Hill
Oak Meadow
Norton & Co: Norton's Anthology of American Literature
Pearson - Literature Common Core: The American Experience
Silicon Valley HS Online
Write at Home
Imagine Learning

Writing

Essentials in Writing Level 11
Write at Home

Literature

Essentials in Literature Level 11
Write at Home

Grammar/Vocabulary

Easy Grammar Ultimate Series Grade 11 Set
The Elements of Style Workbook: Writing Strategies with Grammar Book
Rules for Writers by Diana Hacker (reference only)
Wordly Wise 3000 Student Book 11, 3rd Edition

CP English 12 A/B or CP British Literature A/B a-g area b NCAA

BrightThinker
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning
Essentials in Writing and Literature Level 12 with scoring service
McGraw Hill
Oak Meadow
Pearson
Silicon Valley HS Online: English 12, Part 1 & 2
Write at Home
Imagine Learning

Writing

Essentials in Literature Level 12 (Textbook, Resource Book, Novel, and Online Video Subscription)
Write at Home

Literature

Essentials in Literature Level 12 Bundle (Textbook, Resource Book, Novel, and Online Video Subscription)
Write at Home

Oak Meadow - Advanced Mathematics
Pearson - PreCalculus, 6th ed (2013)
Saxon - Advanced Mathematics
Teaching Textbooks (including Appendices) - PreCalculus 4.0
Thinkwell - PreCalculus w/ printed worksheets
Silicon Valley HS Online: Precalculus, Part 1 & 2
Imagine Learning- PreCalculus Honors
BrightThinker- PreCalculus

CP Honors Calculus A/B a-g area c NCAA

Art of Problem Solving (AoPS) - Calculus
High School Math Live Calculus I
Live Online Math- Calculus
Mr D. Math- Calculus 1
Saxon - Calculus Homeschool Kit
Imagine Edgenuity- Calculus

CP Integrated Math I A/B a-g area c

Imagine Learning- Mathematics I
Big Ideas - Integrated Math
Silicon Valley HS Online: Integrated Math 1, Part 1 & 2

CP Integrated Math II A/B a-g area c

Imagine Learning - Mathematics II
Big Ideas - Integrated Math II
Silicon Valley HS Online: Integrated Math 2, Part 1 & 2

CP Integrated Math III A/B a-g area c

Imagine Learning- Common Core Mathematics III
Big Ideas - Integrated Math III
Saxon- Advanced Math
Silicon Valley HS Online: Integrated Math 3, Part 1 & 2

CP Statistics & Probability a-g area c

Imagine Learning- Statistics and Probability
McGraw Hill - Elementary Statistics, Bundle
Art of Problem Solving (AoPS) - Intro. to Counting & Probability
Allan Bluman - Elementary Statistics
Mario Triola - Elementary Statistics: HS Edition

CP Trigonometry a-g area c

Imagine Learning- Trigonometry
Thinkwell - Trigonometry

AP Calculus AB A/B a-g area c

Imagine Learning

Grammar/Vocabulary

Easy Grammar Ultimate Series Grade 12 Set
The Elements of Style Workbook: Writing Strategies with Grammar Book
Rules for Writers by Diana Hacker (reference only)
Wordly Wise 3000 Student Book 12, 3rd Edition

AP English Language and Composition A/B a-g area b

Imagine Learning(online/asynchronous w/teacher oversight

High School Physical Education and Health

eDynamic Learning - Personal Fitness (1 semester/ 5 credits) - online/asynchronous
Starline Press *PE 1 *if not previously taken - print
Starline Press *PE 2 *if not previously taken - print

BrightThinker- Lifetime Fitness and Wellness Pursuits

CP Health (includes CHYA) a-g area g

BrightThinker Health 1

High School Science

CP Anatomy and Physiology w/ lab A/B a-g area d

BrightThinker- Anatomy and Physiology
eDynamic Learning - Anatomy & Physiology 1a & 1b
McGraw Hill - Understanding Human Anatomy & Physiology (2017)
McGraw Hill - Anatomy and Physiology: The Unity of Form and Function (2018)
McGraw Hill - Hole's Essentials of Human Anatomy & Physiology (2018)
Pearson - Essentials of Anatomy & Physiology (2017)
Pearson - Fundamentals of Anatomy & Physiology (2017)

CP Biology with Laboratory A/B a-g area d NCAA

BrightThinker- Biology - asynchronous or paper packet
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning - Biology
Elemental Science Biology for High School and lab kit
Oak Meadow - Biology with Lab Course Package
Glencoe (McGraw Hill) Biology
McGraw Hill - Inspire Science: Biology- Comprehensive Student Bundle (2020)
Silicon Valley HS Online: Biology, Part 1 & 2
The Home Scientist - Biology for High School
Nasco - Biology Lab Kit
Quality Science Labs

World Languages

CP Spanish A/B 1-3 a-g area e NCAA

¡Avancemos! - Holt McDougal (Levels 1-4)
Breaking the Spanish Barrier, Level 1-3
Flexpoint
LanguageBird (Live 1:1 online/asynchronous language classes)
Imagine Learning
Spanish Advantage
Reporteros- Klett Languages
Spanish Now! Level 1 with audio
Spanish Now! Level 2
Silicon Valley High School (Level 1-3)
Rosetta Stone - Spanish only (Levels 1-3)
Spanish is Fun!- Perfection Learning
Mapas- Klett Languages

CP Spanish A/B 4 a-g area e NCAA

¡Avancemos! - Holt McDougal (Levels 4)
Spanish Advantage
Reporteros- Klett Languages
Spanish is Fun!- Perfection Learning
Mapas- Klett Languages

CP Latin a-g area e

Latin 1
Imagine Learning
Latin 1 Memoria Press Charter First Form Latin plus Memoria Press Charter Second Form Latin
Oxford Latin Course Part 1 (2nd Ed)
McGraw Hill Latin for Americans

Latin 2
Memoria Press Charter Third Form Latin plus Memoria Press Charter Fourth Form Latin

Blue Tent- Honors Biology

CP Chemistry with Laboratory A/B

a-g area d NCAA

BrightThinker- Chemistry
Cengage Learning - Introductory Chemistry(2019)
Imagine Learning Chemistry with Labs online/asynchronous
Elemental Science - Chemistry for High School
Excel Teacher Led (ETL) class with BrightThinker
Glencoe Chemistry: Matter and Change (2013) (Print) plus notebook and Teacher Edition
McGraw Hill - Chemistry: Matter and Change (2013) - blended print and digital
Holt - Modern Chemistry (2017)
Oak Meadow - Chemistry with Lab Course Package
Pearson Chemistry by Prentice Hall (2012)
Savaas Experience Chemistry (2021)- Print (ISBN 9781418852900)
Silicon Valley HS Online
Imagine Learning- Learning Chemistry in the Earth System
The Home Scientist - Compliments Elemental Science - Chemistry for High School
HST - General Chemistry Lab and Equipment Kit
Nasco - Chemistry Lab Kit
Quality Science Labs - MicroChem Kit Standard with Organic Supplement

CP Earth Science with Laboratory A/B

a-g area d

Imagine Learning- Earth and Space Science with Labs
McGraw Hill - Earth Science: Geology,the Environment, & the Universe (2017)
Pearson - Earth Science - (2018) 15th Edition
Nasco - Earth Science Lab Kit w/ lab manual
Quality Science Labs - Earth Science Lab Kit

CP Marine Biology with Laboratory A/B

a-g area d NCAA

BrightThinker- Aquatic Science
Cengage Learning- Aquatic Science - Introduction to Marine Biology (2012) 4th Edition bundle
Current Publishing Corp - Life On An Ocean Planet (2006)
eDynamic - Marine Science Secrets of the Blue
Excel Teacher Led (ETL) class using BrightThinker Aquatic Science
McGraw Hill - Marine Biology (2019)
Walch Education - Marine Biology Textbook: An Introduction to Ocean Ecosystems
Walch Education - Marine Biology Lab Manual: An Introduction to Ocean Ecosystems

CP Life Science with Laboratory A/B

a-g

Imagine Learning The Living Earth

CP Physical Science with Laboratory A/B

a-g area d

BrightThinker- Integrated Physics and Chemistry
Imagine Learning

Latin 1-3
Wheelock's Latin, 7th Edition plus workbook, audio and teacher edition

Additional World Language Courses

a-g area e

eDynamic Learning
Imagine Learning
- French 1 & 2
- Chinese 1 & 2
- German 1 & 2

LanguageBird

- French
- German
- Italian
- American Sign Language
- Arabic
- Hebrew
- Japanese
- Korean
- Mandarin
- Russian
- Portuguese
- ESL
- Greek
- Hindi

The German School German 1, 2 and 3

Visual and Performing Arts (VAPA)

CP 3D Modeling and Printing

a-g area f

eDynamic - 3D Modeling 1A/B

CP Animation A/B

a-g area f

eDynamic Learning - Animation
eDynamic Learning - 3D Modeling
Maya 2016 Software with Intro to Autodesk Maya 2016 Text, Derakhshani
The Animation Course- Level 1-3

CP Art History/Art Appreciation A/B

a-g area f

BrightThinker- Art History
Imagine Learning - Art History I
eDynamic Learning - Art in World Cultures
Houghton Mifflin - Gardner's Art Through the Ages: A Global History
McGraw-Hill - Living with Art by 12th Edition
Pearson - Art of Seeing
Pearson - Art Past Art Present
Brommer - Discovering Art History

CP Choreography A/B

a-g area f

Sandra Cerny Minton - Choreography 4th Edition

Exploration Education - Advanced Physical Science
McGraw Hill (2021) - Inspire Science: Physical Science (Grade 9-12)
Silicon Valley HS Online: Physical Science
Quality Science Labs - Physical Science Kit
Nasco Physical Science Lab Kit

CP Physics with Laboratory A/B

a-g area d NCAA

Accelerate Online Academy- Physics
BrightThinker- Physics
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning - Physics A/B
Imagine Learning - Physics in the Universe
Glencoe - Physics: Principles and Problems (2017)
McGraw Hill - Inspire Science: Physics - Comprehensive Student B
Oak Meadow - Physics Course
Quality Science Labs - Physics Lab Kit
Nasco Physics Lab Kit

AP Biology with Lab A/B

a-g area d

SVHS- AP Biology

History and Social Studies

CP United States History A/B

a-g area a NCAA

BrightThinker- U.S. History
Cengage National Geographic- America Through the Lens
Excel Teacher Led (ETL) class with BrightThinker
Imagine Learning U.S. History CA Edition
Houghton Mifflin - American History: Reconstruction to the Present
Making America Vols. 1 & 2 or all in one - Print
McGraw-Hill - United States History & Geography: Modern Times
Oak Meadow - US History
Savvas - Project Imagine: US History
Savvas - United States History: Reconstruction to the Present
The Classical Historian - American History Bundle & Teacher Edition
Write at Home: HS American History
Silicon Valley HS Online: U.S. History, Part 1 & 2
Imagine Learning - U.S. History & Geography Honors

CP World History A/B

a-g area a NCAA

BrightThinker- World History
Bookshark- World History Package
Cengage Learning National Geographic World History: Voyages of Exploration
BrightThinker
Imagine Learning- Modern World History
Imagine Learning - World History, Culture, and Geography
McGraw-Hill - IMPACT: Modern World History
McGraw-Hill - World History & Geography: Modern Times (2018)

CP Dance A/B (Levels 1-4)

a-g area f

McGraw Hill - The Dancer Prepares: Modern Dance for Beginners
Nora Ambrosio - Learning About Dance: Dance As an Art Form and Entertainment
Helene Sheff- Experiencing Dance from Student To Dance Artist

CP Film and Video Production A/B

a-g area f

BrightThinker- Audio/Visual Production
Focal Press - Video Production Handbook
National Textbook Company - Television Production Today
Petrel Press - Writing For Video
Prentice Hall - The Video Book
Wadsworth Publishing - Media/Impact: An Introduction to Mass Media
Film School 4 Teens - Intro to Filmmaking
Silicon Valley HS Online: Film History Part 1 & 2

Film Studies A/B

eDynamic- Lord of the Rings: An Exploration of the Films & Their Literary Influences

CP Instrumental Music A/B (Levels 1-4)

a-g area f

Bert Casey - Acoustic Guitar Primer Book for Beginners
Laurie Riley - Basic Harp for Beginners (2015)
Nicolas Carter - Music Theory: From Beginner to Expert - The Ultimate Step-By-Step Guide to Understanding and Learning Music Theory 3rd Edition
Peter Gelling - Flute Lessons for Beginners: Teach Yourself How to Play Flute
Roger Kaimen - Music: An Appreciation
Will Schmid - Hal Leonard Guitar Method Complete Edition
Ulie Johnson's Guide to AP Music Theory

CP Musical Theatre A/B

a-g area f

Deer and Dal Vera - Acting in Musical Theatre: A Comprehensive Course
McGraw Hill - Exploring Theater

CP Music Theory/Music Appreciation A/B

a-g area f

BrightThinker- Music Appreciation
eDynamic Learning - Music Appreciation
McGraw Hill - Music in Theory and Practice
McGraw Hill - Tonal Harmony
McGraw Hill - Harmony in Context
McGraw Hill - Theory for Today's Musician
McGraw Hill-Music Studio: Music! Its Role and Importance in Our Lives
Nicolas Carter - Music Theory: From Beginner to Expert - The Ultimate Step-By-Step - Guide to Understanding and Learning Music Theory
Roger Kaimen - Music: An Appreciation
Pearson - Basic Materials in Music Theory

Oak Meadow - World History
Savvas- World History Interactive Modern Era
The Classical Historian
Silicon Valley HS Online: World History, Part 1 & 2
Write at Home: HS World History
Imagine Learning - World History Honors
Imagine Learning - World History, Culture, and Geography Honors

CP Economics a-g area g NCAA

BrightThinker- Economics
Cengage National Geographic Principles of Economics
BrightThinker
Imagine Learning - Economics
McGraw-Hill - IMPACT: Principles of Economics
McGraw-Hill - Understanding Economics
Oak Meadow- Economics
Imagine Learning - Economics Honors

CP Government a-g area a NCAA

BrightThinker- U.S. Government
Imagine Learning- Principles of American Democracy
McGraw-Hill - United States Government: Our Democracy
Oak Meadow - US Government
Savvas - Magruder's American Government
Cengage National Geographic American Government
Silicon Valley HS Online: American Government, Part 1 & 2
Imagine Learning- Principles of American Democracy Honors

AP Government A/B a-g area a

Imagine Learning

AP United States History A/B a-g area a

Imagine Learning

AP World History: Modern A/B a-g area a

Imagine Learning

Pearson - Tonality & Design in Music Theory
Sandy Feldstein - Practical Music Theory Complete

CP Theatre 1-2 A/B a-g area f

BrightThinker- Theater
eDynamic Learning - Theater, Cinema & Film Production
McGraw Hill - Exploring Theater

CP Advanced Theatre 3-4 A/B a-g area f

McGraw-Hill - Theatre: Art in Action
McGraw-Hill - Theatre: The Lively Art
McGraw-Hill - The Stage and the School
McGraw Hill - The Theatre Experience
McGraw-Hill - Theatre: Art in Action

CP Visual Arts 1 & 2 a-g area f

Betty Edwards - Drawing From the Right Side of the Brain
Brenda Ellis - Artistic Pursuits - Book 1, 3rd edition
Davis Publications - The Visual Experience (3rd edition)
Imagine Learning- Visual Arts
McGraw Hill - Art Talk
Oak Meadow - Integrated Drawing
Oak Meadow - Painting

Special Recommendations from our Excel Art Teacher:
Illustrator's Guidebook 3 by 21 Draw
Keys to Drawing by Bert Dodson
Design Basics 8th Edition By David A Lauer
Landscape Painting by Mitchell Albala
Constructive Anatomy by George B. Bridgman
Color and Light by James Gurney
Color Mixing Recipes for Oil and Acrylic by William F. Powell

CP Voice A/B a-g area f

McGraw Hill - Adventures in Singing: A Process for Exploring, Discovering, and Developing Vocal Potential
Jane Iren - Teach Yourself to Sing
Schmidt - Basics of Singing (6th edition)

Career and Technical Education (CTE)

CTE Entrepreneurship Pathway a-g area g

BrightThinker

Business Electives

Business Accounting A/B

Cengage Learning - Century 21 Accounting © 2019
Lori Peterman - Practical Accounting Fundamentals
BrightThinkerAccounting I
BrightThinkerAccounting II

The following CTE Pathways utilize eDynamic curriculum

CTE Medical Patient Care Pathway a-g area g

CTE Digital Media and Photography Pathway a-g area f

CTE Digital Media and Photography
CTE Graphic Design Pathway
CTE Business Administrative Specialist Pathway
CTE Business Management Pathway
CTE Mental and Behavioral Health Counselor Pathway
CTE Dental Assistant Pathway
CTE Emergency Medical Responder Pathway
CTE Sports Medicine and Fitness Trainer Pathway
CTE Software and Systems Programmer Pathway
CTE Marketing a-g
CTE Digital Media and Photography

Asynchronous a-g area f

Oak Meadow - Introduction to Photography
National Geographic Photo Basics: The Ultimate Beginner's Guide to Great Photography
Long - Complete Digital Photography
Taylor - Digital Photography Complete Course
Silicon Valley HS Online: Photography 1 and Photography 2
BrightThinker - Commercial Photography 1
Digital Camera options
BrightThinker - Commercial Photography 2
BrightThinker- Digital Design and Media Production

Computer Electives

Computer Literacy

BrightThinkerWeb Communications
Imagine Learning Information and Communication Technology
eDynamic Computing for College and Career
eDynamic Principles of Information Technology
eDynamic Office Access Fundamental Series
eDynamic Office Excel Fundamental Series
eDynamic Office Outlook Fundamental Series
eDynamic Office Powerpoint Fundamental Series
eDynamic Office Word Fundamental Series
Imagine Learning - Information and Communication Technology

CP Computer Science a-g A/B a-g

Imagine Learning - Introduction to Coding
Imagine Learning - Computer Science Principles
Outschool- Java Python Coding

Cengage Learning - Programming Logic & Design

Business Communications

BrightThinker Business Communications

Business Finance

BrightThinker- Money Matters
Imagine Learning - Financial Math
BrightThinkerPrinciples of Business, Marketing and Finance

Business Management A/B

eDynamic Learning Business Ownership
BrightThinkerBusiness Management
BrightThinker- Human Resource Management
eDynamic Restaurant Management

Math and Science Electives

Astronomy A/B

BrightThinker- Astronomy
Cengage - Foundations of Astronomy (2015)
eDynamic Learning - Astronomy (Part I & II)
McGraw Hill - Explorations: An Introduction to Astronomy
McGraw Hill - Explorations: Introduction to Astronomy or Astronomy
Pearson - Astronomy Today
Silicon Valley HS Online: Astronomy 2

Consumer Math A/B

Imagine Learning - Financial Math
Mr. D - Consumer Math
Starline Press - Consumer Math
Webber, John - Math For Business and Life 6th edition

General Math A/B

McGraw Hill - Basic Math, Carolyn Wheater
Math U See Epsilon & Zeta Universal Sets

Engineering Concepts and Applications

eDynamic Applied Engineering: Intro 1A
eDynamic Applied Engineering: Solving Problems 1B
Engineering Drawing A/B
Autodesk Fusion CAD (CADclass.org)

CP Environmental Science with Laboratory A/B a-g

BrightThinker- Environmental Systems
Cengage - Environmental Science: Sustaining Your World
Imagine Learning- Environmental Science A and B
Silicon Valley HS Online - Environmental Science, Part 1 & 2
Environmental Science Activities Book

Code.org - Computer Science Discoveries (1 semester)
Code.org - Computer Science Principles
Imagine Learning- Computer Science Principles
Prentice Hall - Learning to Program with Alice
Silicon Valley HS Online: Computers and IT 1 & 2
SiliconValley HS Online: Introduction to Programming

Computer Programming A/B

eDynamic Foundations of Games Design
eDynamic Coding 1 A/B
eDynamic Introduction to Programming 1 A/B
eDynamic Programming 2 A/B
SLS Python Programming 1
eDynamic CyberSecurity
Silicon Valley HS Online: Intro to Programming Java, Part 1 & 2
SLS Python Programming 1 and 2
eDY Foundations of Game Design A/B

Web Design

eDynamic Web Development 1
eDynamic Web Development 2
eDynamic Digital Media Fundamentals 1 A/B

AP Computer Principles a-g

Imagine Learning- AP Computer Science Principles

AP Computer Science a-g

BrightThinker- AP Computer Science

Humanities Electives

Ancient Civilizations A/B

World History/Bauer, Susan Wise - The History of the Ancient World: From the Earliest Accounts to the Fall of Rome
Write at Home: Ancient History

Anthropology

eDynamic Learning - Anthropology

Archeology

eDynamic Learning - Archeology

CP Creative Writing A/B a-g

eDynamic Learning - Creative Writing
Heather Sellers - The Practice of Creative Writing: A Guide for Students
Imagine Learning- Creative Writing

Critical Media Literacy

Oak Meadow- Critical Media Literacy- print (one semester)

AP Environmental Science with Laboratory A/B a-g

Imagine Learning- AP Environmental Science A and B

Meteorology (non-laboratory based)

BrightThinker- Meteorology
Cengage - Essentials of Meteorology: An Invitation to the Atmosphere
Cengage - Meteorology Today: Introduction to Weather, Climate & Environment
Savvas - The Atmosphere: An Introduction to Meteorology (2012)

Additional Electives

CP Animation A/B a-g area g

eDynamic Learning - Animation
eDynamic Learning - 3D Modeling
Maya 2016 Software with Intro to Autodesk
The Animation Course- Level 1-3

Automotive Maintenance and Repair A/B

AutoUpkeep Academy- AutoUpkeep Academy

AutoUpkeep.com- AutoUpkeep

Goodheart-Willcox - Auto Fundamentals

McGraw Hill - Automotive Excellence
Prentice Hall - Introduction to Automotive Service
Starline Press - Automotive Technology

CP Career Exploration A/B - Survey a-g area g

BrightThinker- Career Prep
BrightThinker- College and Career Transitions
Glencoe - Entering the World of Work
Glencoe - Succeeding in the World of Work
Plan for Your Dream Job, Third Edition
Pearson - Exploring Careers for the 21st Century
What Color is Your Parachute (For Teens)
Imagine Learning -College and Career Preparation

Career Exploration - Health and Medicine

Imagine Learning Health Science Science A/B

eDynamic Dental Assistant 1A

eDynamic Pharmacology 1A

eDynamic Veterinary Science: The Care of Animals

BrightThinker- Counseling & Mental Health A/B

Cengage - Introduction to Veterinary Science
eDynamic Learning - Veterinary Science
Pearson - Introduction to Animal Science
eDynamic Sports Medicine

English Literature Elective A/B

BrightThinker- Literary Genres
eDynamic Mythology and Folklore
eDynamic Gothic Literature
Oak Meadow- African American Literature
Oak Meadow- Latin American Literature
Oak Meadow- Women's Literature
Oak Meadow - Word: The Poet's Voice

CP Ethnic Studies a-g

BrightThinker- Ethnic Studies
BrightThinker- African American Studies
Oak Meadow- Ethnic Studies
Music History Hall- American Music History and Culture
eDynamic Learning - African American Studies
eDynamic Learning - Ethnic Studies 1 A/B
Oak Meadow- African American Literature
Oak Meadow- Latin American Literature
Silicon Valley HS Online: Ethnic Studies
Oak Meadow - Social Justice
WriteAtHome- Ethnic Studies

Journalism

Bobby Hawthorne - The Radical Write: A Fresh Approach to Journalistic Writing for Students
eDynamic Learning - Journalism (1a & 1b)

Medieval History A/B

World History/Bauer, Susan Wise - The History of the Medieval World: From the Conversion of Constantine to the First Crusade
Write at Home: The Middle Ages

CP Philosophy A/B a-g

Imagine Learning- Philosophy
Pearson - Fundamentals of Philosophy
Swanson - Classical Philosophy for High School Students
BrightThinker- Logic (Part I & II) (1 year/10 credits)

CP Psychology a-g

BrightThinker- Psychology (1 semester only/5 credits)
Charles T. Blair-Broeker (2 semesters)- Thinking About Psychology: HS Version 4th edition
eDynamic Learning (2 semesters)- Personal Psychology (Part I & II)
Holt (2 semesters)- Psychology: Principles in Practice (Homeschool Package)
McGraw Hill (2 semesters)- Understanding Psychology
Oak Meadow (1 semester only/5 credits) - Psychology

CP Rhetoric A/B a-g

Well Trained Mind Academy- Rhetoric Writing 1

Renaissance History A/B

World History/Bauer, Susan Wise - The History of the Renaissance World: From the Rediscovery of Aristotle to the Conquest of Constantinople
Write at Home: The Renaissance, Reformation and Early Modern Era

Career Exploration - Science A/B

BrightThinker- Medical Microbiology A

eDynamic Archaeology

eDynamic Biotechnology 1 A

eDynamic Forestry & Natural Resources

Horticulture A

Cooking and Nutrition

Nutrition: Glencoe - Food for Today
Nutrition: Pearson - Food and Nutrition for You
Nutrition: eDynamic Learning - Nutrition & Wellness
Imagine Learning Culinary Arts A
Joobilo- Culinary Arts
eDynamic- Culinary Arts 1-2

Cosmetology 1

eDynamic- Cosmetology: Cutting Edge Styles
eDynamic- Cosmetology: The Business of Skin & Nail Care

Driver Safety and Awareness

Prentice Hall - Drive Right text
Starline Press - Driver's Education
DriversEd.com

Equine Science and Horsemanship A/B

Cengage - Equine Science
Lewis - Feeding and Care of the Horse
The Random House Book of Horses and Horsemanship
Zoe Davies - Equine Science
Equine Science by Rick Parker

Equine Studies and Horsemanship 2 A/B

(Career Exploration)

Frappe - Equine Nutrition and Feeding
Raynor - The Horse Anatomy Workbook
The Horse Nutrition Handbook

CP Forensic Science a-g area g

Flinn Forensic Lab Manual, Flinn Scientific
The Forensic Science Laboratory Manual and Workbook
Crime Scene Investigations forensics laboratory manual
Top Shelf Forensics Laboratory Manual, Walch Education
eDynamic Learning - Forensic Science I: Secrets of the Dead
eDynamic Learning - Forensic Science II: More Secrets of the Dead
**Cengage Learning - Forensic Science: Fundamentals and Investigations
**Jay A. Siegel - Forensic Science: The Basics

Home Economics

Survey course: Starline Press - Home Economics

CP Sociology

Imagine Learning- Sociology
eDynamic Learning - Sociology I: Introduction to Sociology
eDynamic Learning - Sociology II: Your Social Life
Holt - Sociology: The Study of Human Relationships
McGraw Hill - Sociology and You
Savvas - THINK Sociology
Oak Meadow - Social Justice: Navigating Cultural Competence in the 21st Century

CP Speech and Debate A/B a-g NCAA

BrightThinker- Speech
Imagine Learning - Introduction to Communications & Speech I & II
eDynamic Learning - Public Speaking
Shelly Johnson, PhD. - Everyday Debate and Discussion

Studies in 20th Century History

eDynamic Learning - History of the Holocaust
eDynamic Learning - Vietnam Era

Women's Studies

eDynamic Learning - Intro to Women's Studies

CP World Geography A/B a-g

BrightThinker- World Geography
Cengage National Geographic: World Regional Geography
Imagine Learning World Regional Geography
Holt McDougal World Geography Homeschool Package
McGraw-Hill - Geography: The Human & Physical World
Pearson - World Geography: Building a Global Perspective
Oak Meadow- World Geography Bundle

CP World Religions

eDynamic Learning - World Religions

AP Human Geography A/B a-g

BrightThinker
Imagine Learning

AP Psychology A/B a-g

BrightThinker
Imagine Learning
OpenStax (2 semesters)- Psychology 2E

eDynamic- Real World Parenting
Glencoe - Families Today
Home Ec for Everyone: Practical Life Skills in 118 Projects by Sharon and David Bowers
Pearson - Resource Management for Individuals & Families
eDynamic Learning - Interior Design (1 semester/5 credits)
Evelyn Lewis - Housing and Interior Design, 11th Edition

Human Development

eDynamic Child Development 1 A

CP Life Skills a-g area g

McGraw Hill - Creative Life Skills
McGraw Hill - Applying Life Skills
eDynamic- Life Skills: Navigating Adulthood

CP Personal Finance a-g area g

BrightThinker- Personal Finance
Imagine Learning- Personal Finance
eDynamic- Personal & Family Finance
McDougal Littel - Nextext Coursebook - Consumer Economics & Personal Finance
Mr. D Math- Personal Finance
Pearson - Personal Finance
Silicon Valley HS Online: Personal Finance

Career Exploration - Public Service A/B

Aerospace: The Journey of Flight - Civil Air Patrol National Headquarters
BrightThinker- Law Enforcement 1
eDynamic Career in Criminal Justice A
eDynamic Career in Criminal Justice B
eDynamic Criminology: Inside the Criminal Mind
eDynamic Criminology: Fashion Design
eDynamic Law & Order: Introduction to Legal Studies
eDynamic Legal Admin Specialist
eDynamic Military Careers
eDynamic Principles of Public Service: To Serve and Protect
McGraw-Hill - Criminology, 9th Edition
McGraw-Hill - Introduction to Criminal Justice
Pearson - Criminology Today: An Integrative Introduction
Prentice Hall - Criminal Justice: A Brief Introduction

Sewing

Singer Complete Photo Guide to Sewing- Revised Expanded Edition
Shea Anderson - School of Sewing: Learn it. Teach it. Sew Together
Stitches & Pins: Beginning Sewing Book

Woodshop

The Woodworking Bible - Merrick, 2023
Beginner's Woodshop - Qadeer, 2025

EMR Content Providers

1st Day School Supplies LLC
2 Crafty Mamas
3P Learning Inc.
42 Electronics
4Imprint, Inc.

A Child's Dream
AbleNet Inc.

Academic Therapy Publications

Acorn Naturalists
Adventure Buddy
Albanesi Educational Center

Alicia Jones Curriculum
All about Spelling

Alucen Learning
Amazon PunchOut

Ambutech
American Mathematics Competitions
Amira Learning Inc.
Amna Syeda
Amplify Education, Inc.
Analytical Grammar / Junior Analytical Grammar [P]

Annie's Publishing LLC

Apex Learning Virtual School
APH-American Printing House
APLUS+ Network Conference
Apple Inc

Applied Inspirations, LLC
Aptus Court Reporting LLC
Arey Jones Educational Solutions

Around the World Stories
Art History Kids
Art Home School
Art of Problem Solving

Art Supplies Wholesale [P]
ArtistWorks, Inc.

EAI Education
Easy Grammar Systems [P]
Eat2Explore, Inc.
Edmentum
Edpuzzle, Inc.

Education Mega Store
Education.com

eDynamic

eequalsmcq
Efficient Tuition, LLC
EIE Academy [P]
Elemental Science [P] (Elemental Science, Inc.)
Elephango

Enchanted Learning, LLC
Enome, Inc.

Essentials in Writing

Everyday Education LLC
Everyday Speech LLC
Evoke 180 LLC

Excel Academy Sacramento Trip
Excel Technology Rental Program

Exploratory
Exploration Education
Exploring Robotics
Express Readers
FASHION CAMP - CREATE. DESIGN. SEW.
Film School 4 Teens

First Knowledge Inc.

Fitivities
FlexPoint Education Cloud
Fluenz [P]
Follett School Solutions, Inc.
Foundation for Korean Language and Culture in the Foundations for Educational

Mad Science North Orange County
Maitri Learning
March Field Air Museum
Marcy Cook Math
Marenem Inc [P]

Mary McDonough
Masterpiece Society

Math Without Borders
Math-U-See/Spelling-U-See (Math-U-See Inc) [P]
Matt Greiner Lessons
Maverick Multimedia LLC
McGRAW-HILL EDUCATION, INC [P]
McRuffy Press [P]
Meet the Masters Homeschool and Small Group
MEL Science U.S. LLC

Membean

Memoria Press
Memory Joggers
Mia Dolce [P]
Mint and Bloom Learning

Mission Renaissance [P]

Mobile Beacon
Mobile Zoo of Southern California
MobyMax
Modular Robotics, Inc.
MOEMS

Mojo Learning Inc.
Money Munchkids

Montessori Outlet [P]
Montessori Research & Development
Morey's Music
Mosdos Press
MoxieBox Art Inc.

Mr. Henry's Music World, LLC
Mrs. Wordsmith USA LLC

Second Step
Secular Eclectic Academic
Sega Math Academy
Senseio Bookstore
Sheraton Grand Nashville
Sheraton Grand Sacramento Hotel
Sherman R Garnett & Associates
ShillerLearning: Montessori at Home

Shmoop University, Inc.
SIFT Enterprises Inc.
Sign and Speak Spanish

Signing Online [P]
Silent Elephant E, LLC

Singapore Math Inc
Singapore Math Live
Small School Districts Association

SOAR Learning, Inc.
SoCal Nature Kids
Social Media Examiner
Social Thinking

Somastream Interactive
Southern California Railway Museum

Southern Science Supply
Spanish For You
SpellingCity.com Inc. [P]
SQUILT Music

Staples
Star Order Management

Starfall Educational Foundation

Start ASL
Startship
STEM World of Pasadena LLC
Stemfinity, LLC

Stephen J. Mings
Steve Spangler Science

	Administration		
ARTK12	Frencesca Lehman PsyD	Museum Tour INC [P]	Strata Leadership LLC
Ask Dr Callahan [P]	Frog Street Press LLC	Music Library	Student Transportation of America
Asset Panda	FuelED (BILL TO K12 Management, Inc)	My Zoo Box	Studica, Inc.
Association of California School Administrators	Gard's Music	Mystery Science, Inc.	Studies Weekly
Attainment Company Inc.	Generation Genius, Inc.	n2y LLC	Subject Technologies, Inc.
Auto Upkeep	Geography Matters	Nancy Larson Publishers, Inc.	Subscription Box Kids
Av-STEM Alaska	Ghost Town Publications [P]	Nasco	SunWind Solar Industries
B & H Foto & Electronics Corp.	GIA Publications	National Association of Secondary School Principals	Super Teacher worksheets
Ball Stick Bird [P]	Global Student Network [P]	National Geographic Learning	Supercharged Science [P]
Balloons by Jenn	GoGuardian	National Speech and Debate Association	SuperDuper Publications
Barnabas Robotics, Inc.	Google Cloud Next '19	National Student Clearinghouse	SUPREME SCHOOL SUPPLY
Barnes and Noble	GOT TO TEACH LLC	Nature Watch	Susi Epperson Consulting, LLC
Beanstack	GovConnection	NCS PEARSON Inc.	Synthesis Tutor
Beast Academy	Graduation Source	Nest/Animated Hero Classics	TabletClass.com, LLC (P)
Beautiful Feet Books	Grammar Revolution	Nexbooks LLC	Tales2Go
Better Chinese	Greek School Online	Nicole the Math Lady	TalkBox.Mom
Beyond the Page	Green Kids Crafts	Ninos and Nature	Tang Math LLC
Big Brainz	Groovin' On Music [P]	Nitty Gritty Science, LLC	Taste
Big Life Journal	Hamborg Academy of Art - (EMR)	NOEO Science	Teacher's Curriculum Institute
BioBox Labs	Hand2Mind	NoRedInk Corp	Teachers Pay Teachers
Birch Aquarium	Hands 4 Building	North Dakota Center for Distance Learning	Teaching Textbooks
BirdBrain Technologies LLC	Handwriting Without Tears [P]	Notable, Inc.	Tech Trep
Blackbird and Company	Harbor and Sprout	Oakmeadow [P]	Tek4Kidz
Blossom and Root Home Education	Hatch, Inc.	Ohana Learning Series, LLC	Tender Heart Press [P]
Blue Stocking Press	Heutink USA INC.	Once Upon A Storybook, LLC	Test Vendor
Blue Tent Online [S]	HeyKiddo Huddle	One Third Stories	Texthelp Inc.
Bonnie Terry Learning [P]	History Unboxed LLC (BILL TO: Elizabeth Hauris)	OnFire Learning	The Beam Store, Inc.
Book Adventure	Hiveclass	ONIFRE LEARNING	The California Arts Project
Bookroo	Holly Van Houten	Online Scribblers	The Charter Law
Books A Million	Home School Astronomy	Orange Couch [P]	The Coding Kids
Books on Tape - Random House	Homeschool Buyers Club	Orange County Department of Education	The College Board
BookShark LLC	Homeschool Languages	Outside the Box Creation LLC	The Core Project
Bornstein School of Memory Training	Homeschool Planet	Owl Labs, Inc.	The Electric Carnival
Braingym	Horizon Globe	OYLA Magazine, Inc.	The Etiquette Factory
BrainPOP	Horrible Books	Ozobot	The Game Chest
Brainy Verse	Houghton Mifflin Harcourt [P]	P-A Financial Services	The Great Courses
Brave Writer	Hyatt Regency Mission Bay	Pali Institute Inc.	The Home Scientist
Breaking the Barrier	iBrain	Pandia Press	The Learning Project LLC
Bridgeway Academy (BILL TO: Northeast Educational	iCreate To Educate Inc.	Pantages	The Logic of English

Bright Solutions for Dyslexia
Bright Star Children's Theatre LLC
Bright Thinker
Brighton Education, LLC
Brite Star Media Group, Inc.
Build-A-Project
Building Brilliant Minds Online School of the Arts
By the Onion Sea
California Association of School Counselors
California Association of School Psychologists
California Charter Schools Conference
California Consortium for Independent Study
California History Teachers
California Homeschool Network
California School Public Relations Association
California Science Center
CalPac
Calvertschool.org
Canion Creations LLC
Career Tech Media LLC
Carolina Biological Supply Company
Carson Dellosa Publishing LLC
CASBO
Center for Mathematics and Teaching
Charter Schools Development Center
ChemAdvantage, LLC
ChinaSprout Inc.
City of Brea
City of Newport Beach
City of Rancho Cucamonga
Classical Historian
Classroom Complete Press
Clear Water Press [P]
Clotilde French Bookstore
IE Music [P]
Image Gear
Imagine Edgenuity
Imagine Learning LLC
iNACOL
Independent Publishers Group
Inquisitive HQ Inc.
Institute for Excellence in Writing [P]
Institute for Multi Sensory Education
International Academy of Science
Irvine Ranch Outdoor Education Center
Irvine Valley College Bookstore
ISCEF Intelitek STEM and CTE Education Foundation
iSprowt
IVY Kids LLC
IXL Learning
J.J. Keller & Associates, Inc.
JacKris Publishing LLC. [P]
JASON Learning
John Lopez - SD Images
Jones School Supply Inc.
Joyfully Read!
Julian Mining Co.
K12 INC
Kathy Troxel [P]
Keith Wills- SC photo
Kelly Gallaher Neo Medici Art Classes [P]
Kendall Hunt Publishing Company
Kenny Products, Inc.
Kid Advance Montessori
Kid's Immersion LLC
Kids Cook Real Food
Kids Immersion, LLC
Kidspace Children's Museum
Paper Scissors Stone [P]
PaperPie
PaperPie
Parallax Inc.
ParentingEQ
Pasadena City College Bookstore
Peace Hill Press (Well Trained Mind)
Perfection Learning Corporation
Philadelphia Insurance Companies
Piano Marvel LLC
Pin It Maps LLC
Pioneer Valley Books
Pitch Publications LLC
Pitsco Education [P]
Plant Magic Club
Portal Languages (EMR)
Possip Inc.
PresenceLearning
PRIDE Publishing LLC
Pro-Ed Inc.
Professor B Math
PROMO Direct
PROMO SHOP INC
Promote Marketing Concepts, Inc.
Push Play PE
Quality Science Labs, LLC
Quill
Raddish Kids
Railroad Museum of Pennsylvania
Rainbow Resource PunchOut
Ramsey Solutions
Read Naturally
Read-A-Rific, LLC
Reading Eggs
The Lorenz Corporation
The Marsid Group
The Master Teacher Awards & Gifts
The Nomadic Professor
The Nomadic Professor
The Princeton Review
The San Diego Model Railroad Museum, Inc.
The Struggling Reader, LLC
The Well Trained Mind Academy Inc.(ONLINE CLASSES
TheaterWorksUSA
Think Outside Boxes
ThinkWell Corporation
Thoughtful Learning
Thrive Academics
Timberdoodle
Time for Kids Magazine
Time-4-Learning
Time-4-Writing
Times Tales (Trigger Memory Systems) [P]
Tinkering Labs Inc.
Touchmath
Tower Garden
Trafera Inc.
Treetop Publishing [P]
Tune Bucket
Turnitin, LLC
Twelve Little Tales
UC San Diego / UC Regents (ADMIN ONLY)
UC Scout
University of California Irvine
University of La Verne
University of San Diego
UnLock Math, Inc.
UPS

CM School Supply [P]
CodeHS Inc.
CodeWizardsHQ
College of the Canyons
Booksellers, LLC
CompuScholar, Inc
Connections Education/Advanced Academics [P]
Conscious Content Media Inc.
Cornerstone/Reading Plus/and Symphony Math
Cozy Grammar [P] (Debra Herkes)
Craig Lesh
Cram Jams
Crick Software
Crimson Imaging Supplies
Critical Thinking Books [P]
Crown Awards
CrunchLabs LLC
Cultured Owl LLC
Curiosity Box
Curiosity Chronicles
Curriculum and Culture
Curriculum Associates, LLC
Curriculum That Matters, Inc.
Dash into Learning
De Capo LLC
Deep Space Sparkle Inc.
Dell Technology
Delta Education (School Specialty INC)
Deluxe Corporation
DGP Publishing, Inc.
Dick Blick
Discount School Supply
Discount School Supply
Discover Talking Pen
Kincaid Information Technology LLC
Kirk's Tutoring and Educational Consulting
Kiwi Crate, Inc.
Klett World Languages, Inc.
Knotts Berry Farm
Kodo Kids
Kustom imprints
Lakeshore Learning (Murrieta Pick up ONLY)
Lakeshore Learning Materials
Language Network, Inc.
Language Tree Online Inc.
Languages with Julie
Law Offices of Deborah R. G. Cesario
Layers of Learning
Learn and Create Inc. (Homeschool in a Box)
Learn Chemistry Better
Learn Libre (Montessori Laboratory)
Learning Ally
Learning Services Int'l Inc.
Learning without Tears
Learning Wrap-ups Inc.
Lego Education
Let's Bake Baking Kits
Lexia Learning Systems LLC
Library & Educational Services
Life is Tech USA
Lincoln Learning Solutions
Lit League Boxes
Little Passports
LittleBits Electronics, Inc.
Live Education! Inc.
Llamitas Spanish
Logos Calligraphy & Design
Reading Horizons
Reading Kingdom
Reading Then Beyond (Celeste Haueter) [P]
Real Science 4 Kids(Gravitas Publications Inc.)[P]
Red Comet
Regus Corporation
Remedia Publications, Inc.
Right Start Math
Riverside Insights
Robertsons & Sons Violin Shop
Robolink
Robomatter Inc
Rockwell Printing Inc.
Royal Fireworks Press
RubberStamps.com
S&S Worldwide Inc.
Saddleback Educational, Inc.
Sage Education Enterprises [P]
San Bernardino County Superintendent of Schools
San Diego County Office of Education
San Diego Seals
San Joaquin County of Office of Education
Santa Ana Zoo
Santillana USA Publishing Co., Inc.
Savoy Academy
Savvas Learning Company LLC
Schola, Inc.
Scholastic Inc.
Scholastic Teacher Store
School and College Legal Services of California
School Datebooks
School Pathways, LLC
School Services of California,
USA Custom Pad
Veritas Instrument Rental. INC
Vernier Software & Technology LLC
Vex Robotics
VideoText Interactive
Vision Scientific, LLC
Visit Sacramento -CCSA Housing
Vivacity Tech PBC
Vivensity Inc.
Voyager Sopris Learning
Vroman's Bookstore
Waldorfish
Waldron Street Media
Waseca Biomes
Wayfair LLC
Weir Crafts [P]
Wellness Together
Western Psychology Services
Whistlefritz LLC
Whole Phonics, Inc.
Wieser Educational
Williamsburg Learning
Wilson Language Training Corporation
Winter Promise Publishing
Wisdom Supply Co.
Wonder Crate
WorldSchool Education
Worldstrides
Write By Number
Writing by Design
XtraMath
Young Scholars Academy LA LLC
Young Scientists Club

		Inc.	
Discovery Education	Lokua LLC	School Specialty LLC	Zohar Koren Dream Delicacies-Materials
Don Johnson Incorporated	Los Angeles Zoo	School Zone Publishing [P]	Zoo Phonics [P]
Draw Your World	LRS - Library Reproduction Service	School-Tech, Inc.	Zoolokids
DriversEd.com (eDriving)	Lulu Press, Inc.	Science with Mrs. Collins	
E=McQ, LLC	Mad Dog Math - Julie Kotoff	Scott Powell	

VCI Community Providers

10th Planet Jiu Jitsu Costa Mesa	DK Tutoring	Kelly Speakman	Piano and Chinese by Hong Liang
A+ in Home Tutors dba Firefly Tutors	DoReMichelle Music	Kidz Golf Club	Piano Studio of Laurie Meinhold
Above & Beyond Athletics	Drama Kids of South OC	Kim's Korean Class	Piano Studio of Natalie Warren
Acting Academy for Kids	Earthroots Field School	Kings MMA	Portal Languages - Costa Mesa
Adventures in the Schoolhouse	Elite Dance Academy of Orange County	KL Tutoring	Portal Languages Mission Viejo
Aesthetic Climbing Gym LLC	Empower Hour Tutoring	Konversion Fit	Power of Leverage Brazilian Jiu Jitsu
Agape Dance Lab	Eriko Tsuji	Kristen Reid Tutoring	Prospect Soccer Academy
AlKawthar Learning Center	Ethos Jiu Jitsu Fullerton	KS Fitness	Qualitee Reps - Ryan Cheo
Amanda Holiday	EuroGymnastics	Kumon Huntington Beach South	Rachel Hoggan - Hoggan Educational Services
Amanda Holiday	Evolution Swim Academy Mission Viejo	Kumon Math & Reading -Tustin Ranch Marketplace	Red Apple Academy
American Martial Arts Academy Fullerton	Evolution Swim Academy Rancho Mission Viejo	Kumon Math and Reading Center of Costa Mesa South	Reign Equine Riding
Anna Malkova	Farm School OC	Kumon Math and Reading Ladera Ranch	Robin Young Pottery
Arbor Learning Community	Fashion Camp - Create. Design. Sew.	Kumon Math and Reading of Laguna Hills	Roos Studios
Ardent Academy	Felton Ninja Academy	Ladera Ranch Violin Studio	Russian School of Mathematics Irvine
Art 4 Kids and Teens	Firestorm Freerunning Ultra	Laguna Niguel School of Music, Dennis Frayne Music Studios	Russian School of Mathematics South Orange County
Art and Wilderness Institute LLC	Focus Dance Center	Learning Squad OC	RYSK Brazilian Jiu-Jitsu
Art of Jiu Jitsu Costa Mesa	FortePiano Music School	Learning with Laurel	Samuel Chen
Art Steps, Inc. Laguna Hills	Free Society Academics, Inc.	Let There Be Rock School	San Clemente Dance & Performing Arts Center
Australian Swim School	Fullerton Family YMCA	Let's Play Music with Laura Varga	San Clemente Gymnastics Club
AYCLOGIC Coding Academy for Kids	Fundamental Chess Academy	Little Surf Co.	Sandlot Training Center, Inc.
B & B Music School	Gabrina Owen	M.W.C.	Signing in the Gap
B Rauhty Baseball and Softball	Gang of Arrows	M3 Creative Academy	So Cal Hammers Wrestling Club
Beachside Academics	German School Campus	Mad Dog Math - Daisy Short	South Coast Conservatory
Beth Gillis	Goldrush Hockey	Mamute Jiu Jitsu	South County Dance
Bionerds	Gracie Barra Garden Grove	Mara Music School	South OC Hybrid Homeschool
Blackbelt Collective Krav Maga LLC	Gracie Barra RSM	Mary Roberts Mad Dog Math	Southern California Children's Choral Association
Blue Buoy Swim School	Gracie Barra San Clemente Brazilian Jiu Jitsu	Math Learning Woodbridge	Southland Ballet Academy
Brain Builders STEM Education, Inc - Tustin	Greenwave Surf	Mathnasium of Anaheim Hills	Spanish Time 123
Breakthrough Sports LLC	Guitar Lessons and Music Production with Phillip Manikan	Mathnasium of Dana Point	Stitch House Studio LLC
Brenda G. Harp	Hangar 18 East Riverside, Inc.	Mathnasium of Foothill Ranch	Strategic Kids LLC

Bridges Equestrian

C3Classes

Cadenza Music Academy

California Gymnastics

Candi Chavez Piano Studio

Capistrano Dance Academy

Celeste Haueter

Chamber Music OC

Champion's Quest Athlete Academy

Christina Kim

Christina O'Herin

Coach Ballgame

Code Ninjas Irvine

Code Ninjas Ladera Ranch

Code Ninjas Yorba Linda

Cogito Debate

Create OC Art Studio

Creative Academy Tutoring Center

D1 Training Santa Margarita

Dancing Keys Music Studio LLC

Danielle Stucken

Denise Buskirk

Dexter Music, Inc.

Hangar 18 Mission Viejo

Harmony Arts Collective

Hello Heart Studio

History Dragon

I Can Academy, OC

I Learn at Homeschool

Illuminway Educational Services

iMath LLC - Kristin Strickler

Inspired By Kingston

Interval Music

Irene School of Rhythmic Gymnastics

Irvine Yamaha Music Center

Joobilo

JustPlay OC

Karate Foothill Ranch/Lake Forest

Karate North Mission Viejo

Karen J. Smith - Woodbridge Music

Karin Leonard

Karis Academy Chinese and Korean

Kaser Arts

Kathy Grant

Keika Mori Music Studio

Kelly Saldivar Performance Horses

Mathnasium of Huntington Beach

Mathnasium of Ladera Ranch

Miss Crady the Math Lady

Music Lessons by Christina Choate

Newport Seabase

NEWSONG Studio

NexGen Athletic Performance

Next Level Hockey

Nicole Fredericks

Nino's Art Studio

Number Nerd - Jill Hodges

OC All Stars Cheer and Dance

OC Music Shop

OC Next Act

Olympia Training Center

Optimus Learning School

Orange County Ki Society

Orange County Riding Academy

Pacific Ballet Conservatory

Pakua, LLC

PAVE School of the Arts

Peace Hill Classical Co-op LLC

Phoenix Feather Academy of Music

Surf City Enrichment

Sylvan Learning Center of Mission Viejo

Terra Arts Foundation

The Coder School Irvine

The Coder School Mission Viejo

The Moxie Movement

TOCA Soccer

Training Champions OC

United Self Defense Academy-Aliso Viejo

United Self Defense Academy-RSM

Urban Workshop

Veronica Richards Violin Studio

Virtues Art Academy

Voice & Piano Lessons with Kelsey Mira

Waterworks Aquatics Huntington Beach

Waterworks Aquatics Irvine

Waterworks Swim School Yorba Linda

West Coast Services

Westminster Arts Academy

World Elite Gymnastics - RSM

Writtenburg Door (Nancy Kaser)

Yamaha Music Academy of Fountain Valley

Yamaha Music Academy of Fullerton

YMCA of Mission Viejo

Yoon's Korean Class

Exhibit A:
Attendance Policy

ATTENDANCE POLICY

Attendance

Regular attendance is very important to the success of both your student and our school. Charter schools are funded based on "average daily attendance" or ADA. "Attendance" means when a student is engaged in educational activities required of them by the school, on days when school is actually taught. (5 C.C.R. 11960(a).)

Since our schools are non-classroom-based instructional programs, ADA is calculated based on the work completed by the student on school days and assessed each learning period as established in the independent study Master Agreement. The assigned teacher, through assessment of the student's work, will determine whether the time value ascribed to the assigned educational activities amounts to a full day of attendance. It's important to stick to a regular work schedule/calendar so your student can clearly identify daily engagement each school day in required educational activities to an extent sufficient to constitute at least one day of time value. When determining the time value of a student's work, the teacher will consider each student individually and may adjust the assignments accordingly.

Commencing July 1, 1993, no school district may receive school district apportionments pursuant to Section 42238 for independent study by pupils 21 years of age or older or by pupils 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday.

In California, each person between 6 and 18 years of age, unless otherwise exempt by law, is required to attend school full-time with regular and punctual attendance, and schools are required to enforce this compulsory attendance law. (See Ed. Code, § 48200 *et seq*.) A student's failure to complete assignments on time may subject the student to discipline, removal from the school, and/or being classified as truant and reported to the proper authorities. Please review the detailed Attendance, Progress Improvement Notification (PIN), and Involuntary Withdrawal policy found in the EACS Handbook.

Governing Board Policies

In addition to attendance, the parent and student must abide by all board approved policies. These policies include, but are not limited to:

- The Academic Integrity Policy
- The Civility Policy
- The Acceptable Use Policy

The complete list of all Board-approved policies as well as how to access them may be found at https://excelacademy.education/our-board/board-policies

Exhibit B:
English Learner Master Plan



MASTER PLAN
for
ENGLISH LEARNERS

Approved by the Excel Academy Charter School Board of Trustees (June 2025)

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

Presented by: Heidi Gasca, Executive Director

EACS EL Master Plan Committee Members:

Jennifer Craig
Tamara Murphy
Lara Ulmer

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Mission and Vision
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.

Goals and Vision for English Learner Master Plan
Federal case law (Castañeda vs. Pickard, 648F.2d 989, 1981) requires that the main goals of the English Learner Program (ELP) are to develop the English language fluency of each English Learner as effectively and as efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers.

The court set forth the following standards for effective programs for English Learners:

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices used are calculated to effectively implement the adopted theory.
3. The program successfully produces results that indicate that language barriers are being overcome.

The ultimate goal of the Excel Academy Charter School English Learner Program is to embrace the Federal case law and support each English Learner. The school's Master Plan for English Learners serves as a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of the goals and procedures, English Learners will receive consistent, high-quality services designed to meet their academic and linguistic needs by:

- Providing all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offering programs based on student need and sound educational pedagogy
- Maintaining consistent communication with parents
- Providing staff and parent training
- Embracing parent involvement in the educational process
- Providing a process for monitoring the effectiveness of the program
- Valuing bi-literacy as a skill that will assist the student in life

Home Language Survey
For all students in K–12, upon first enrollment in a California public school, the Local Education Agency (LEA) uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. The HLS should not be readministered every year nor readministered if a student enrolls in a new LEA. If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, CALPADS shall be used to determine whether a student has a history of being an English Language Learner.

If a student has a history of being an English Learner, the student will be given an annual Summative ELPAC assessment during the February 1st through May 31st test window. If a student is new to the

California Public School System and answers any of the first three questions of the Home Language Survey (HLS) with a language other than English, further research will be done to determine if the student will be given an Initial ELPAC assessment within 30 days of enrollment.

ELPAC Testing

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs), as a summative assessment. For California's public school students, this test is the ELPAC.

The Initial ELPAC has one purpose:

- To identify students who are ELs or are initial fluent English proficient (IFEP)

The Summative ELPAC has two purposes:

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten through grade twelve (K–12), ages three through twenty-one, whose primary language is a language other than English must take the initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to Fluent English Proficient (RFEP).

Using Initial and Summative Assessment Results

Once tests are scored by the testing agency, individual student score reports (SSRs) are loaded directly to both the parent and student portals of the school's student information system from the Test Operation Management System. Once scores are received, parents will also be informed of test results within 30 calendar days from the first day of the current school year via email and/or through US mail. Parents/guardians are notified of results in writing in a language they can understand (or orally, if they are unable to understand written communication). Parents will also be notified in any language of which 15% or more of the student population speaks in common. Additionally, each student's test results are uploaded to the charter's student information system and recorded on the English Language Master Tracking Spreadsheet. When a student withdraws from Excel Academy Charter School, a list of the student's test results will be printed from the student information system and included in the student's requested cumulative file.

ELPAC results are not used to measure academic achievement. The initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language support. The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP (English Language Proficiency). This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form

one of four criteria used to determine whether ELs are ready to be classified as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law.

Initial ELPAC Student Score Reports

The official score for the Initial ELPAC is produced once the LEA has entered and locked in the student's raw scores into the state assessment system. Individual student Initial ELPAC results include an overall scale score, which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

There will be two composite performance levels produced: Oral Language (Speaking and Listening) and Written Language (Reading and Writing). The three performance levels are well developed, somewhat to moderately developed, and minimally developed.

The Initial ELPAC report includes the following information:

- An overall performance level and scale score
- A performance level for each composite tested (Oral and Written Language)

Initial ELPAC Performance Level Descriptors are:

- Initial Fluent English Proficient (IFEP): Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
- Intermediate English Learner: Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 ELD Standards.
- Novice English Learner: Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 ELD Standards.

Summative ELPAC Student Score Reports

The official score for the Summative ELPAC is produced by the test contractor. Individual student Summative ELPAC results include an overall scale score and two composite scale scores, which will indicate which of the four performance levels the student achieved. The four performance levels are: well developed (4), moderately developed (3), somewhat developed (2), and beginning to develop (1).

Domain level performance will be reported as beginning, intermediate, and well developed on the ELPAC Student Score Reports. The Summative ELPAC report includes the following information:

- An overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The Summative ELPAC Performance Level Descriptors are:

- Level 4: English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
- Level 3: English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
- Level 2: English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low-to-mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
- Level 1: English Learners at this level are beginning to develop oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

English Language Development (ELD) Standards

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. When students attain the early advanced proficiency level, they

are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

Charter schools enrolling English Learners have a dual obligation, as do all LEAs, to provide a program for EL students designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including classified ELD, must be an integral part of a comprehensive program for every English Learner. The CDE has informed administrators that charter schools are required to provide English Learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.

Link to ELD Standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

English Language Mainstream Program

English Learners in Excel Academy Charter School will be placed in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language Mainstream Program will be supported by their primary instructor through the use of Specially Designed Academic Instruction in English (SDAIE) strategies. Students may also be concurrently enrolled in an ELD class to fulfill their designated instructional needs. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of Excel Academy Charter School:

- Core instruction in language arts, math, science, and social science is taught in English using charter approved curriculum and SDAIE methodology.
- English Language Learners receive English Language Development (ELD) instruction, which addresses the ELD standards in listening, speaking, reading, and writing. EACS students will engage in synchronous and asynchronous instruction.

As a comprehensive approach to ELD, the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools states:
"English learners at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD." (p. 119)

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners in developing critical English language skills necessary for academic content learning in English. (California Code of Regulations, Title 5 [5 CCR] Section 11300[a]).

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]).

- Teachers working with EL students will be appropriately authorized, i.e. CLAD or equivalent.

SDAIE (Specially Designed Academic Instruction in English)

SDAIE is instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. SDAIE is an instructional methodology, not a program. (EC 44253.2[b]).

SDAIE Strategies:

- Speak slowly and use repetition
- Visuals and realia
- Manipulatives available
- Activate prior knowledge
- Focus on the meaning
- Graphic organizer/Charts
- Preview-Review
- Gestures and facial expressions
- Self-selected reading
- Scaffolding (visual content, graphic organizers)
- Consistent and Immediate Feedback
- Summarizing and Re-Teaching
- Reciprocal Teaching

English Language Development (ELD) Instruction

English Learners in the Excel Academy Charter School participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English. The instruction is designed to provide for student experiences with English that are understandable and meaningful, enable the students to communicate with peers and adults, and thereby participate fully in the academic program. Excel Academy Charter School will create a personalized pathway of ELD instruction to build skills. Students will take a diagnostic assessment at the beginning of the course to identify skill gaps. These students will have a targeted approach to building the specific skills that they need through synchronous and asynchronous instruction. Additionally, students may receive tutoring support services.

Instructional Materials to Support the CA CCSS (Common Core State Standards) for ELA/Literacy and CA ELD Standards

The State Board of Education adopts instructional materials for use by students in kindergarten through grade eight. LEAs- school districts, charter schools, and county offices of education- ARE NOT required to purchase state-adopted instructional materials according to EC Section 60210(a). If an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. The review must include a majority of classroom teachers from that content area or grade-level ED Section 60210(c). EC Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to teacher involvement.

ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.

The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full

and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others.

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify (magnify and make clear) areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

Instruction focuses on...

Meaning Making
Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

Language Development
Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/ Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

Effective Expression
Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

Content Knowledge
Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in

meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

Foundational Skills
Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills.

Parent Notification of Programs
All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a description of our program, including educational materials used in this program and their entitlement to request a waiver. The information must be provided in a language the parents understand within 30 days of enrollment.

Monitoring of Long Term English Learners
Long-term English Learners (LTEL) are defined as students who are in grades 6 to 12, have been enrolled in U.S. schools for more than six years, have remained at the same level of English for two or more years as measured by the state's annual proficiency exam, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment.

ELs with little or no English proficiency need more time than native-English speakers to meet grade-level benchmarks in English and state mandated testing targets. Schools must monitor student progress to ensure that additional and appropriate learning opportunities are provided in English language development and in reading, writing, and other academic content areas in order to close the achievement gap.

Benchmark assessments, course grades, and the CAASPP assessments, along with the number of years a student has been classified as an EL student, are used to determine if a student is making the appropriate movement toward becoming RFEP.

If, despite the implementation of school wide interventions and supports, a student is still not making “adequate progress”, the school will hold a Student Success Team meeting to discuss the lack of progress. Further evaluation and intervention will be planned by the SST team to support students who are not meeting interim benchmarks. Interventions will be noted and filed on the EL Master Tracking Spreadsheet, in their cumulative folder and/or in a collaborative Google document. Additionally, parents will be notified annually if their student is at risk for becoming a LTEL or has been classified as a LTEL.

Meeting the Needs of Long Term English Learners

The National Education Association's Publication: Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators provides valuable research-based information and best practices to guide schools and LEAs in supporting students at risk for becoming Long Term English Learners (LTEL).

Elementary School Strategies and Programs that Prevent the Creation of Long Term English Language Learners:

The trajectory of a Long Term English Language Learner begins in elementary school. Taking the necessary steps early enough can help prevent an entirely new generation of long term EL students. Successful elementary school programs offer high-quality language development programs and strategies that are consistent across grade levels.

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students' home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more powerfully through fifth grade, and optimally, ongoing throughout a student's education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism.
- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of the program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTELs with exposure to high-quality literature and complex and expressive language.

Seven Basic Principles for Meeting the Needs of Middle and High School Long Term English Language Learners

Seven basic principles lie at the heart of successfully educating middle and high school Long Term English Language Learners:

- Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
- Distinct needs: Recognize that the needs of LTELs are distinct and cannot adequately be addressed within a "struggling reader" paradigm or a generic "English Language Learner" approach, but require an explicit LTEL approach.
- Language, literacy, and academics: Provide LTELs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
- Home language: Affirm the crucial role of home language in a student's life and learning, and provide home language development whenever possible.

- Three R's: rigor, relevance, and relationships: Provide LTELs with rigorous and relevant curriculum and relationships with supportive adults (along with the support to succeed).
- Integration: End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL support.
- Active engagement: Invite, support, and insist that LTELs become active participants in their own education.

Instructional Support System

Excel Academy Charter School is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is a part of the standards based system of instruction, assessment, monitoring, and evaluation provided for all students.

The Instructional Support System for English Learners is designed to provide the mechanisms for recording EL achievement, detecting academic deficits, and monitoring the effectiveness of interventions.

To ensure all students will catch up to their grade-level peers, we have the following essential elements:

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.

2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards and designed to reduce all language barriers.
    - The English Learner program is designed to ensure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.
    - Components of this program include: ELD, grade-level core curriculum, and assessment.

3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of Excel Academy Charter School assessment and reporting processes and are recorded on the EL Master Tracking Spreadsheet.

4. The performance of EL and RFEP students is monitored:
    - Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
    - Any areas of deficiency are noted, and appropriate modifications in instructional programs or student support systems are identified.

The Instructional Support System described here for ELs is based on five (5) essential elements that include: Adopted curriculum standards; curriculum and instruction aligned with adopted standards; assessment and reporting; charter and site level monitoring and intervention; and program evaluation.

1. Adopted Curriculum Standards

In Excel Academy Charter School, each English Learner is held to the same charter adopted curriculum standards in the core curricular areas of English Language Arts, math, history-social science and science as every other charter student. In addition, each EL student is expected to demonstrate mastery of the adopted ELD standards.

2. Curriculum and Instruction Aligned with Adopted Standards
Excel Academy Charter School supports each English Learner in his/her appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff members, through articulation meetings, discuss and interpret data on English Learner students to address the issues surrounding English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.

3. Assessment and Reporting
Excel Academy Charter School administers all state mandated examinations. ELPAC assessments and ongoing multiple measures are used to assess student proficiency. Results are entered onto the EL Master Tracking Spreadsheet for instructional planning and monitoring. Overall student results are shared with the CEO and governing board.

4. Monitoring and Intervention.
English Learners' assessment results are recorded on the EL Master Tracking Spreadsheet. The results are monitored to evaluate student learning in order to inform instruction and provide interventions as needed. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers and parents to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student work and assessments.

Note: When Special Education students, identified as ELs, are not making adequate progress, Special Education teachers must schedule an IEP meeting to discuss further interventions.

Staffing Authorizations
Under the management of the Director of Human Resources, Excel Academy Charter School takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs and makes it a priority to hire CLAD or equivalent teachers. Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.

Teachers who are not currently authorized, but who are working with English Learners, shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The HR Department will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Professional Development

Excel Academy Charter School provides ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, program designs, curriculum expectations, and processes and services for English Learners. Training should also focus on multiculturalism and up-to-date research and pedagogy for English Learners to receive equitable and accessible support and opportunities to achieve and reach their goals.

Staff development opportunities include, but are not limited to the following:

- ELD Standards
- ELPAC assessment and identification levels
- ELD strategies and instruction
- SDAIE strategies and instruction
- Differentiated instruction
- EL Master Tracking Spreadsheet and EL Cumulative file training
- Shared Best Practices

To ensure that all staff working with parents of EL students are appropriately trained, training participation and completion are documented.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP). Excel Academy Charter School recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that they are ready to participate fully in all English instruction without special support services, the student is ready for reclassification.

Reclassification Criteria

Excel Academy Charter School uses the following criteria to reclassify EL students to RFEP status:

- Summative ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Approval
- Smarter Balanced and/or Local Assessments can also be used in determining student readiness for reclassification

Reclassification Process

Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when ELPAC score reports are received by the charter.

Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification.

Once the letter has been signed by the administration and the parents of the student, the reclassification will take place. The language acquisition status of the student will be updated in the student information, on the EL Master Tracking Spreadsheet and ultimately in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.

Monitoring of Reclassified Students

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The school's Lead, teachers, parents, and the assessment Lead supervise the process of monitoring reclassified students. School staff will use the Smarter Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded on the EL Master Tracking Spreadsheet.

English Learners in Special Education

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state's ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment. In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4).
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP

meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).

- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7).

IEP teams will ensure that each English Learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English Learner whose IEP indicates that instructional services will be provided through an Alternative Program.

SpEd: Assessment

Students whose initial Home Language Survey indicates that a language other than English is spoken will be assessed on the ELPAC test within the first 30 days of school annually. ELPAC testing is considered to be one of the state's standardized tests; therefore, accommodations/modifications provided in the IEP for any standardized test will apply. SpEd students with an existing EL classification will be assessed annually. If a student is slated to take the ELPAC test, who also would qualify for the CAA, the Special Education Director will be notified so that we can evaluate the need for the Alternate ELPAC.

SpEd: Classification

Students who are classified as English Learners MUST have their ELD needs addressed as part of their Individualized Education Program (IEP). Students who have been reclassified as Fluent English Proficient (RFEP) or who were initially identified as Initially Fluent English Proficient (IFEP) are *not* considered English Learners for the purpose of the IEP. Their progress is still monitored, but ELD does not need to be addressed on the IEP.

Needs of English Learners

The needs of English Learners are addressed in several places on the IEP:

Student Information:

- Is the student an English Learner?
- What is the student's primary language?
- Proficiency Level and Date: Overall ELPAC proficiency level and scaled score from most recent annual assessment (This information can be obtained from the English Learner/Assessment Lead, the SIS, the EL Master Tracking Spreadsheet or from the English Learner folder that is part of the student's cumulative file)
- Is an interpreter required? (*for the parents*) Indicate the language for the interpreter.

Present Levels:

- Most recent ELPAC scores should be listed for each domain area (list performance level as well as scaled score)
- *Academic Skills:* In addition to the academic data usually included, it should be indicated how the student's English language development needs, if any, will be addressed in each academic area. For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- *Communication*: Information on the student's language development should be specified in this section of the IEP, including the student's primary language and how the student's language development (expressive and receptive) relates to his/her ability to communicate with others and its impact on his/her school performance.

Special Factors:

- Testing Accommodations/Modifications: If the student needs the same accommodations or modifications as are being used on the CAASPP tests, the box next to "Other statewide/charter assessments" will be checked, and "Same as Above" for the listed accommodation/modification will be written.

Annual Goals:

- Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.
- For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- Ensure that goals are linguistically appropriate (see below)

Services:

- If the student requires any supplemental aids or services or any special education services to enable the student to benefit from their ELD services or setting, they will be listed in the IEP. If the IEP team determines that the student's program should be modified from that of other ELD students in order to meet the student's unique educational needs, that modification should be listed in the IEP.

Writing Linguistically Appropriate Goals and Benchmarks-

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the "Areas of Need" that the IEP goals will address in listening, speaking, reading and writing.
- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parentheses.
    - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)
- Write (or modify from a goal bank selection) an annual goal to ensure that it is linguistically appropriate and includes the words "in English."
    - For example: By (*date*), following teacher-led prewriting activities, (*student name*) will compose a single paragraph in English including a topic sentence, three supporting

sentences, and a concluding paragraph with ___% accuracy in ___ of ___ trials as measured by student work samples.

Note: It is best practice to insert the phrase "in English" to emphasize the language component of the goal.

Check the "Linguistically Appropriate" box to indicate the goal is linguistically appropriate to meet the student's English language development needs.

Special Education EL Reclassification

In some cases, an IEP team may find that it is the disability that interferes with a student's ability to demonstrate English fluency due to Communication Disorders and/or Cognitive Disabilities. In these cases, the IEP team assesses student progress and considers reclassification of the student to RFEP status. Ideally, this should be done as early as possible; as soon as one to two summative test administrations, or as soon as there is reasonable evidence that it is a student's disability that is prohibiting English Language Acquisition.

The Administrative Designee and/or Case Manager should include the rationale for reclassification.

Avoid:

- Focusing on family history. Instead, focus on assessment results and the impact of the disability.
- Including parents' wishes for reclassification or opinion as to the validity of ELPAC scores or current English learner status. Instead, focus on the needs of the child.
- Basing the recommendation for changing EL status on the belief of the parent(s) or team members that the EL status or Home Language Survey was erroneous to begin with, and therefore the student should never have been classified as EL. This is a matter outside of the scope of the IEP team and cannot be the basis for the team's recommendation for reclassification.

If the recommendation for reclassification is taking place as part of the student's initial IEP or annual review, then all other pages of the IEP are completed to reflect the recommendation that the student is to be reclassified as RFEP (Reclassified Fluent English Proficient). If the recommendation for reclassification is taking place between annual reviews, then in addition to completing the *IEP Team Recommendation for Reclassification of Special Education English Learners* form, an *IEP Amendment* meeting and form must also be completed. All applicable staff should be a part of the reclassification meeting. If the team decides to reclassify the student as RFEP, the Special Education teacher or Case Manager will include a copy of the *IEP Team Recommendation for Reclassification of Special Education English Learners* form in the EL file, will update the EL Master Tracking Spreadsheet, and follow all other reclassification procedures. These procedures include notifying the assessment and accountability department of the reclassification. Because this is an IEP team recommendation, the parents must be part of the decision. If the reclassification is not agreed upon, the IEP team must ensure that the IEP continues to address the needs of the student who remains classified as an English learning student.

English Learner Advisory Committee (ELAC)

An English Learner Advisory Committee (ELAC) is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services

and is required for any California public school with 21 or more English Learners. The ELAC shall be responsible for the following tasks:

- Advising the Administration and staff in the development of a site plan for English Learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.

Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body and the parents or guardians of English Learners shall elect the parent members of ELAC. Parents or guardians of English Learners shall be provided the opportunity to vote in the election.

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions. ELAC meeting agendas will be posted on the school website.

Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the Excel Academy Charter School:

- Includes parents and community members in the decision-making, planning, and evaluation of English Learner Master Plan.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents and community members.

Accountability and Evaluation

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, Excel Academy Charter School provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet the charter's academic content and performance standards.

Through the Excel Academy Charter School assessment program, the assessment and accountability department carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, Excel Academy Charter School is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

Excel Academy Charter School’s assessment practices with respect to English Learners are designed to:

- Assess and monitor language development over time in the program
- Assess academic achievement in meeting grade level core standards
- Assess progress of ELs achieving ELD grade level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are working

Assessment data is compiled, analyzed, and reported by Excel Academy's Director of Assessment and Accountability. These reports are then analyzed by the Executive Director and other school staff to produce a set of suggested program modifications, which are then shared with the local Board of Directors, leads, teachers, and EL parents for additional input and approval.

Excel Academy Charter School annually determines the number and percentage of EL students who have become RFEP through ongoing uploads of information to CALPADS. CALPADS reports the actual count of EL, IFEP, and RFEP students during the calendar year as well as the number of teachers providing and authorized to provide appropriate instruction for English Learners.

Exhibit C:
Articles of Incorporation, Bylaws, Conflict of Interest Code & Governing Board

NC TO

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FILED CB
Secretary of State
State of California
JUN 22 2020

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF COMMUNITY COLLABORATIVE CHARTER SCHOOL

TSO

The undersigned hereby certify that:

1. They are the president and secretary, respectively, of Community Collaborative Charter School, a California nonprofit public benefit corporation.

2. The articles of incorporation of the corporation are amended and restated to read as follows:

ARTICLE I.

The name of the corporation is **Excel Academy Charter Schools**.

ARTICLE II.

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purposes for which this corporation is organized are to create, manage, operate, guide, direct, and promote one or more public charter schools, and such other educational programs that promote lifelong learning as its Board of Directors may approve from time to time.

ARTICLE III.

A. This corporation is organized and operated exclusively for charitable and educational purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these articles, the corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the corporation. The corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

A0843791

ARTICLE IV.

A. The assets and property of this corporation are irrevocably dedicated to charitable and educational purposes and no part of the net income or assets of this corporation shall inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

B. Upon the dissolution or winding up of the corporation, its assets remaining after payment of all debts and liabilities of the corporation, shall be distributed to another public school, or to a California nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable and educational purposes, and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, and which maintains or participates in, or is eligible to maintain or participate in, a governmental plan under Section 414(d) of the Internal Revenue Code, or to another entity that maintains or participates in, or is eligible to maintain or participate in, a governmental plan under Section 414(d) of the Internal Revenue Code.

3. The foregoing amended and restated articles of incorporation have been duly approved by the corporation's board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: June 11, 2020

William Hall, President

Kurt Madden, Secretary

I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUL 10 2020

Date:

ALEX PADILLA, Secretary of State

THIRD AMENDED BYLAWS
OF
EXCEL ACADEMY CHARTER SCHOOLS
(A California Nonprofit Public Benefit Corporation)

Adopted on January 12, 2023

ARTICLE I. NAME

Section 1.01 Corporate Name. The name of this corporation is Excel Academy Charter Schools (hereinafter, the "Corporation").

ARTICLE II. OFFICES

Section 2.01 Principal Office. The principal office of the Corporation is located at 1 Technology Drive I-811, Irvine, CA 92618. The Board of Directors ("Board") may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III. PURPOSES

Section 3.01 Description in Articles. The Corporation's general and specific purposes are described in its Articles of Incorporation.

ARTICLE IV. DEDICATION OF ASSETS

Section 4.01 Dedication of Assets. This Corporation's assets are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. Upon dissolution of the Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed as set forth in its Articles of Incorporation.

ARTICLE V. NO MEMBERS

Section 5.01 No Members. The Corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

Section 5.02 Authority Vested in the Board. Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the California Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

Section 5.03 Associates. The Corporation may use the term "members" to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056

Powered by BoardOnTrack

of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VI. BOARD OF DIRECTORS

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and any limitations of the Articles of Incorporation or these Bylaws, the Corporation's activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), management company, or committees, however composed, provided that the Corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, the Board shall have the following powers:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the Corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation;

(b) To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations to do so which are not inconsistent with law, the Corporation's Articles of Incorporation, or these Bylaws;

(c) To change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California;

(d) To borrow money and incur indebtedness for the Corporation's purposes and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;

(e) To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity that it may lawfully engage in;

(f) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(g) To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(h) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the Corporation's purposes.

Section 6.03 Number of Directors. The Board shall consist of a minimum of three (3) and no more than nine (9) Directors, with the actual number to be determined from time to time by the Board.

If a charter authorizer representative serves on the Board pursuant to Education Code Section 47604(c), the Board may elect an additional Director to maintain an odd number of Directors, even in excess of the nine (9) Director limit described in this section.

Section 6.04 Election of Directors. Unless an alternative process is adopted or implemented by the Board, candidates shall be nominated, evaluated and elected as follows:

(a) The Board will appoint an advisory committee to identify qualified candidates for election to the Board and will endeavor to appoint the committee at least thirty (30) days before any election of Director(s). The committee will prepare and provide the Board a list of qualified candidates nominated by the committee and will endeavor to complete and provide the Board such list at least seven (7) days before the election or at such other time as the Board may direct. If available at the time, the Secretary shall also provide the Board with a copy of the list when sending notice of the meeting at which the election will be held, or as soon as possible thereafter.

(b) Directors shall be elected by a majority vote of the Directors then in office, typically at the Board's annual meeting. All Directors shall have full voting rights.

Section 6.05 Terms of Office. With the exception of the initial Board that served five-year terms, each Director shall hold office for a three-year term, but the Board may designate a particular Director to serve a one-, two- or three-year term in order to maintain staggered terms on the Board. Each incumbent Director shall serve until a successor has been elected and seated by the Board. There shall be no limitation on the number of consecutive terms to which a Director may be re-elected.

Section 6.06 Events Causing Vacancies on Board. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the vote of a majority of Directors then in office. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly elected and seated by the Board.

Section 6.07 Removal. Any Director may be removed at any time by a majority vote of the Board, with or without cause.

Section 6.08 Resignation. Subject to Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the Executive Director and the Board President, or the Board as a whole, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before then to take office when the resignation becomes effective. No Director may resign when the Corporation would then be left without at least one (1) Director in charge of its affairs.

Section 6.09 Brown Act and Charter Schools Act Compliance; Location of Meetings. Meetings of the Board with respect to charter school operations shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Government Code Sections 54950, *et seq.*) ("Brown Act") and the Charter Schools Act.

Section 6.10 Annual Meetings. The Board shall meet annually for the purpose of organization, election of directors and officers, and the transaction of such other business as may properly be brought before the meeting.

Section 6.11 Regular Meetings. The Board shall hold regular meetings, along with the annual meetings, at such times and places as may from time to time be fixed by the Board. Regular meetings of the Board related to charter school operations shall be called, held, and conducted in accordance with the Brown Act and the Charter Schools Act, including that agendas for such meetings will be posted seventy-two (72) hours prior to the meeting in a location that is freely accessible to members of the public and on the school's website. The notice shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

Section 6.12 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the Executive Director, the Board President, or any two Directors. Notice of the time and place of special meetings shall be delivered to each Director personally or by telephone or email. Notice of special meetings related to charter school operations shall be provided at least twenty-four (24) hours prior to the meeting and shall be held in locations and in a manner consistent with the Brown Act and the Charter School Act.

Section 6.13 Quorum. A majority of the actual number of Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board, subject to the provisions of Corporations Code Section 5212 (appointment of committees), Section 5233 (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) (indemnification of directors), and except as may be otherwise provided under the Political Reform Act, if applicable. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, but no action can be taken unless and until a quorum is restored. Directors may not vote by proxy.

Section 6.14 Participation by Teleconference. Directors may participate in a meeting of the Board through the use of teleconference telephone, electronic video communication, or similar communications equipment, so long as each Director participating in such meeting can communicate with all of the other Directors concurrently and is provided the means of participating in all matters before the Board. In addition, a Board meeting related to charter school operations must be noticed and conducted in compliance with Section 54953(b) of the Brown Act and the Charter Schools Act, including without limitation the following:

(a) At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the Corporation's jurisdiction;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) Agendas shall be posted at all teleconference locations, with each location identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board participates via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.15 Waiver of Notice. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.16 Action Without Meeting. The Board may take action without a meeting with respect to activities that are not related to charter school operations, if any, so long as all Directors on the Board consent in writing to such action and if allowed by applicable law under the Government and Educations Codes. Such written consents shall have the same effect as a unanimous vote of the Board and shall be filed with the minutes of the Board.

Section 6.17 Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the adjourned meeting to the Directors who were not present at the time of the adjournment.

Section 6.18 Compensation and Reimbursement. Directors may receive such compensation for their service as Directors and/or officers as the Board may establish by resolution to be just and reasonable compensation as to the Corporation at the time that the resolution is adopted. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the Corporation's business.

Section 6.19 Interested Person. No more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

ARTICLE VII. BOARD OFFICERS

Section 7.01 Board Officers. The Corporation shall have the following Board officer positions, which shall be filled by Directors currently serving on the Board pursuant to Section 7.02 below, and who shall have such authority and duties as the Board may determine including the following:

(a) Board President, who shall ensure that Board meetings are conducted in an efficient, transparent and orderly manner, including without limitation the following duties:

- Call the meeting to order at the appointed time and preside over the meeting;
- Announce the business to come before the Board in its proper order;

- Enforce these bylaws related to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act and Charter Schools Act;
- Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
- Facilitate the Board's effective deliberation, ensuring that each Director has an opportunity to participate and that the discussion remains focused;
- Rule on issues of parliamentary procedure; and
- Put motions to a vote, and clearly state the results of the vote.

(b) Board Vice President, who shall preside at Board meetings and fulfill the Board President's responsibilities described above in the absence of the Board President.

(c) Board Clerk, who may preside at Board meetings and fulfill the Board President's responsibilities described above in the absence of the Board Vice President or the Board President. In addition to the Board President, the Board Clerk shall review and sign the Board approved minutes of this Corporation.

Section 7.02 Election of Board Officers. The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their respective offices until their resignation, removal, or other disqualification from service.

Section 7.03 Removal of Board Officers. Any Board officer may be removed, with or without cause, by a majority vote of the Board at any time. Such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.04 Resignation of Board Officers. Any Board officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Any such resignation shall take effect upon receipt of that notice or at any later time specified by that notice and, unless otherwise specified in that notice, the acceptance of such resignation shall not be necessary to make it effective.

Section 7.05 Board Officer Vacancies. A vacancy in any Board office for any reason shall be filled in the manner provided in Section 7.02 for the election of Board officers, except that such vacancies shall be filled as they occur (rather than annually).

ARTICLE VIII. CORPORATE OFFICERS

Section 8.01 Corporate Officers. The Corporation shall have the following corporate officer positions, which are typically held by employees or contractors of the Corporation, who shall have the following duties and shall serve pursuant to their contracts of employment:

(a) Executive Director, who shall be the general manager and chief executive officer of the Corporation, and, subject to the control of the Board and their employment contract, shall generally supervise, direct, and control the activities, affairs, and employees of the Corporation, and shall see that all resolutions of the Board are carried into effect, and shall perform any and all other duties assigned by the Board, and by contract if an employee. The Executive Director shall be reported on the Statement of

Information filed with the Secretary of State as the Chief Executive Officer of the Corporation.

(b) Chief Financial Officer, who shall supervise the charge and custody of all funds of this Corporation, the deposit of such funds in the manner prescribed by the Board, and the keeping and maintaining of adequate and correct accounts of the Corporation's properties and business transactions, shall render reports and accountings as required, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws. The Chief Financial Officer shall be reported on the Statement of Information filed with the Secretary of State as the Chief Financial Officer of the Corporation.

(c) Secretary, who shall be responsible for keeping a full and complete record of the proceedings of the Board and its committees, giving such notices as may be proper and necessary, keep the minute books of this Corporation, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws. The Secretary shall be reported on the Statement of Information filed with the Secretary of State as the Secretary of the Corporation.

Section 8.02 Duplication of Office Holders. Any number of offices may be held by the same person, except that neither the Secretary, the Treasurer (if any) nor the Chief Financial Officer may serve concurrently as the Board President or the Executive Director.

Section 8.03 Compensation of Officers. Subject to Section 6.18 above, the salaries of officers, if any, shall be fixed from time to time by resolution of the Board, or in the case corporate officers hired by the Executive Director, the Executive Director shall have the authority to fix such corporate officers' salaries, if any. In all cases, any salaries received by the Corporation's officers shall be reasonable and given in return for services actually rendered for the Corporation which relate to the performance of the charitable purposes of the Corporation.

ARTICLE IX. COMMITTEES

Section 9.01 Board Committees. The Board may create one or more committees, each consisting of two (2) or more Directors or others to serve at the pleasure of the Board, and may delegate to such committee any of the authority of the Board, except with respect to:

(a) Final action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;

(b) The filling of vacancies on the Board or on any committee which has the authority of the Board;

(c) The fixing of compensation, if any, of the Directors for serving on the Board or on any committee;

(d) The amendment or repeal of the Corporation's Bylaws or the adoption of new Bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(f) The appointment of other committees having the authority of the Board; or

(g) The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected.

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Directors then in office. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.

Section 9.02 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, held, and taken in accordance with the provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be called by resolution of the Board. Meetings of committees related to charter school operations shall be conducted in accordance with the Brown Act, if applicable. The Board may prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these Bylaws and the Brown Act, if applicable. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 9.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

Section 9.04 Audit Committee. For any tax year in which the Corporation has non-governmental gross revenues of $2 million or more or is otherwise required by applicable law to have an independent audit, this Corporation shall have an Audit Committee whose members shall be appointed by the Board, and may include both Directors and non-Directors, subject to the following limitations: (a) members of the Finance Committee, if any, shall constitute less than one-half of the membership of the Audit Committee; (b) the Chair of the Audit Committee may not be a member of the Finance Committee, if any; (c) the Audit Committee may not include any member of the staff, including the Chief Executive Officer and the Chief Financial Officer; (d) the Audit Committee may not include any person who has a material financial interest in any entity doing business with this Corporation; and (e) Audit Committee members may not receive compensation greater than the compensation paid to Directors for their service on the Board (as provided herein, members of the Board are not compensated for service on the Board).

The Audit Committee shall: (1) recommend to the full Board for approval the retention and, when appropriate, the termination of an independent certified public accountant to serve as auditor; (2) subject to the supervision of the full Board, negotiate the compensation of the auditor on behalf of the Board; (3) confer with the auditor to satisfy the Audit Committee members that the financial affairs of this Corporation are in order; (4) review and determine whether to accept the audit; and (5) approve performance of any non-audit services provided to this Corporation by the auditor's firm.

ARTICLE X. INDEMNIFICATION AND INSURANCE

Section 10.01 Indemnification. To the fullest extent permitted by law, the Corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any

"proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

Section 10.02 Insurance. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

Section 10.03 Non-Liability of Directors. No Director shall be personally liable for the Corporation's debts, liabilities, or other obligations.

ARTICLE XI. RECORDS AND REPORTS

Section 11.01 Maintenance of Corporate Records. The Corporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and committees of the Board; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law.

Section 11.02 Inspection. Every Director shall have the right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the Corporation, subject to applicable law. Such inspection by a Director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 11.03 Annual Report. Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year the Corporation shall send each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

(a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year.

(b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

(c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if

there is no such report, by the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

Section 11.04 Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and deliver to each Director any information required by Corporations Code Section 6322 with respect to the preceding year.

ARTICLE XII. OTHER PROVISIONS

Section 12.01 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 12.02 Fiscal Year. The fiscal year of the Corporation shall be from July 1st through June 30th of the following year.

ARTICLE XIII. AMENDMENT OF BYLAWS

Section 13.01 Bylaw Amendments. The Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the Directors then in office.

# # #

CERTIFICATE OF ADOPTION

I certify that I am the Secretary of Excel Academy Charter Schools, a California nonprofit public benefit corporation, and that the foregoing Third Amended Bylaws constitute the Bylaws of such Corporation that were duly adopted by its Board of Directors on January 12, 2023.

IN WITNESS WHEREOF, I have executed this certificate on January _12_, 2023.

Lauren Hansen
_____
Secretary, Excel Academy Charter Schools

EXCEL ACADEMY CHARTER SCHOOLS
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for **Excel Academy Charter Schools (EACS)**.

Individuals holding designated positions shall file statements of economic interests with **EACS**, which will make the statements available for public inspection and reproduction (Gov. Code Sec. 81008). All statements will be retained by **EACS**.

APPENDIX A
DESIGNATED POSITIONS

Designated Positions	Disclosure Category
Members of the Governing Board	1, 2
Chief Executive Officer	1, 2
Chief Financial Officer	1, 2
Secretary	1, 2
Executive Director(s)	3
Director of Human Resources	3
Consultants/New Positions	*

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to comply fully with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Gov. Code Sec. 81008).

APPENDIX B
DISCLOSURE CATEGORIES

Category 1
Designated positions assigned to this category must report:

a. Interests in real property located in whole or in part within a two-mile radius:
    - of any school district that has authorized an EACS charter school, or
    - of any facility utilized by EACS's charter schools, or
    - of a proposed site for an EACS facility.
b. Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2
Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by EACS.

Category 3
Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

This is the last page of the conflict of interest code for the Excel Academy Charter School .

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the Excel Academy Charter School was approved on 1/30/25 .

This code will become effective on 3/1/2025 .

Sukhi K. Brar
Assistant Chief Counsel
Fair Political Practices Commission

Board Member Name	Title	Relevant Qualifications
William Hall	Board President	57 years in education: • Teacher • Counselor • Principal • Consultant • Certified core adjunct faculty member at National University • Charter School Board Member
Michael Humphrey	Vice President	45 years in education: • Elementary school teacher • Special educator • Public elementary and private junior high principal • College professor in the field of psychology • Charter School Board Member
Steve Fraire	Board Clerk	53 years in education: • Assistant Principal • Principal • Director of Student Activities • SARB/Truancy Intervention Coordinator • Special Education and Juvenile Court school teacher • Coordinator of Child Welfare, Attendance, and School Safety • CDE School Attendance Review Board • Charter School Board member
Susan Houle	Board Member	31 years in education: • 7th grade teacher • High School teacher • Administrator • Charter School Board Member

Larry Alvarado	Board Member	45 years in education: • Special Education Teacher • Resource Specialist • Director of Special Services • Program Specialist • Principal • Adjunct Professor Dept of Special Education

Exhibit D:
Tax ID & Non-Profit Exempt Status

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 20 2016

COMMUNITY COLLABORATIVE CHARTER SCHOOL
1782 LA COSTA MEADOWS DR 102
SAN MARCOS, CA 92078

Employer Identification Number:
47-4121751
DLN:
17053349301005
Contact Person:
RICHARD COMBS ID# 31024
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
May 14, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

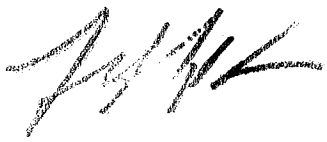
For important information about your responsibilities as a tax-exempt

Letter 947

COMMUNITY COLLABORATIVE CHARTER

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

Letter 947

State of California
Franchise Tax Board
PO Box 1286
Rancho Cordova CA 95741-1286

COMMUNITY COLLABORATIVE CHARTER SCHOOL
ATTN: ROMY MASON
1782 LA COSTA MEADOWS DR STE 102
SAN MARCOS CA 92078-9102

Date: 02.08.17
Case: 31560625578252640
Case Unit: 31560625578252646
In reply refer to: 760:WML:F120

Regarding:	**Tax-Exempt Status**
Organization's Name:	COMMUNITY COLLABORATIVE CHARTER SCHOOL
CCN:	3787590
Purpose:	Educational
R&TC Section:	23701d
Form of Organization:	Incorporated
Accounting Period Ending:	06/30
Tax-Exempt Status Effective:	05/14/2015

Exempt Acknowledgement Letter

We have received your federal determination letter that shows tax exemption under Internal Revenue Code (IRC) Section 501(c)(3).

Under California law, Revenue and Taxation Code (R&TC) Section 23701 provides that an organization is exempt from taxes imposed under Part 11 upon submission of the federal determination letter approving the organization's tax-exempt status.

Generally, the effective date of an organization's California tax-exempt status is the same date as the federal tax-exempt status.

To retain tax-exempt status, the organization must be organized and operating for nonprofit purposes within the provisions of the above R&TC section. An inactive organization is not entitled to tax-exempt status.

In order for us to determine any effect on the tax-exempt status, the organization must immediately report to us any change in:

- Operation
- Character
- Purpose
- Name
- Address

For filing requirements, refer to FTB Pub.1068, *Exempt Organizations - Filing Requirements and Filing Fees*. Go to **ftb.ca.gov** and search for **1068.**

This exemption is for state franchise or income tax purposes only. For information regarding sales tax exemption, contact the State Board of Equalization at 800.400.7115 or go to their website at **boe.ca.gov.**

Exempt Unit
Telephone: 916.845.4171
Fax: 916.843.0302

Exhibit E: Administrative Job Descriptions

EXCEL ACADEMY
A TK-12 Public Charter School

Superintendent/CEO
Job Description

Reports To:	Board of Directors
FLSA Status:	Exempt
Job Classification:	Administration
Pay Range:	Administrative Schedule
Work Schedule:	225 days/12 months
Location:	Remote Office

POSITION SUMMARY:

The Superintendent/CEO operates under the policy direction of the Board of Directors and in accordance with state and federal laws. The Superintendent/CEO is distinguished by its role as the lead administrator within the charter school group for all aspects of the schools' operations. Major areas include ensuring adherence to the charter's mission, objectives, and values; monitoring the charter's financial status and ensuring sound fiscal practices; monitoring student and staff performance, and leading changes in academics and overall instruction as needed; performing community and family outreach to promote the charter schools and to develop rapport to provide student engagement opportunities.

This position reports to the Board of Directors, with responsibility for major projects and charter school initiatives; serves as a liaison, fosters professional networking, and provides regular communication with the Board of Directors and sponsoring district/Local Education Agency (LEA); and recommends actions to the Board of Directors.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Five or more years of teaching experience with progressively increasing levels of responsibility in leadership/mentoring
- Five years in independent study administration strongly preferred
- Bachelor's degree required; advanced degree preferred
- A valid, current, and appropriate California Administrative Services credential.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Valid California Driver's License

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

- The Superintendent/CEO will ensure the charter school's leadership aligns with the California Professional Standards for Education Leaders (CPSEL) in the areas of:
- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

School-wide focus

- Oversees school programs
- Makes administrative decisions necessary for the proper functioning of the schools
- Provides leadership in designing, implementing, and evaluating major programs and activities to bring about needed change and higher performance
- Provides leadership to administrative team and staff in determining instructional objectives and in identifying charter needs as the basis for developing long and short-term initiatives for the charter schools
- Continuously develops and expands the educational goals and programs, and informs the Board of Directors of status, progress, and implementation
- As a leader, stays current on educational laws and trends that pertain to the school
- Develops school policies for recommendation to the Board of Directors in alignment with state and federal laws and best practices.
- Prepares ongoing communication and agenda items to inform the Board on all matters pertaining to school operations, academic achievement, and financial aspects of the charter schools.

Mission, Vision, Core Values, and Goal Setting

- Understands and promotes the charter's mission, purposes and objectives to parents, staff, board members, and community
- Builds shared vision among all stakeholders, focusing on the school's mission and identity
- Establishes and maintains a healthy and mutually supportive relationship with the school's partners to advance the mission of the school

Board Governance

- Oversees the preparation of the board agenda items and provides supporting documentation for the board meetings
- Directs the maintenance of all records that are required by law and board policy
- Ensures board policies in alignment with state and federal law that incorporate best practices and are legally compliant
- Apprises the Board of pending and ongoing school operations, financial status, and community engagement

Budget and Financial Oversight

- Oversees school finances to ensure financial stability; maintains up-to-date financial records
- Directs the preparation of the annual budget of the school; ensures frequent and regular budget presentations to the Board of Directors to include relevant facts and pertinent information; ensures adherence to the budget adoption cycle; oversees and directs the administration of the budget after its adoption.
- Identifies the staffing needs of the school based on the budget and ADA and directs the assignment/duties for instructional personnel
- Provides all necessary financial reports as required for proper attendance reporting
- Oversees reimbursements and expenses
- Oversees the processing and submission of required state and federal reports, including LCFF
- Direct the maintenance of all records that are required by law and Cabinet/Board of Directors policy
- Works with the schools' attorney on contracts with contractors/providers, as needed
- Oversees and ensures vendor and ordering processes are followed
- Minimizes financial loss through development and implementation of risk management policies; ensures the school maintains proper insurance coverage, implements safety training, and responds appropriately to claims and complaints.

Evaluations, Staff Performance and Faculty Oversight

- Interviews and recommends employee hiring, promotion, discipline, and/or dismissal
- Supports directors in establishing criteria for performance and evaluation using State standards and guidelines
- Directs the employee evaluation process
- Makes all recommendations for retention, discipline, or dismissal of employees, supported by accurate and adequate records
- Ensures that appropriate evaluation techniques are used for staff
- Maintains professional relationships with the staff, by directing and implementing lines of communication with employees

Professional Development

- Encourages, creates, and supports the professional development of all staff
- Provides support to school's leadership team in planning and executing focused staff development to align with the school's mission, vision, and core values
- Collaborates with members of the leadership team to set professional goals in relationship to the departments served

School Development

- Keeps informed of current educational philosophy, practices and public policies by visiting other charters, by attending educational conferences and workshops, and reading current professional literature. Keeps the Board of Directors informed of trends in education
- Works with the Board of Directors and school leaders to influence State and federal policies that benefit all students, supports improvement of teaching and learning, and supports school choice.
- Develops a strategic plan for growth and long-term sustainability of the charter schools; prepare, submit, and present charter petitions to authorizing school district boards; ensure compliance

with the charter petition requirements and foster ongoing communication with authorizing school district leadership.
- Analyzes and determines opportunities for charter expansion; develops relationships with school district administration and creates opportunities for new charters to be established.
- Establishes and maintains a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Develops new and revised policies for recommendation to the Board of Directors and ensure that all laws, Board policies, procedures and administrative regulations are implemented
- Works with staff to develop the annual school calendar and master schedule
- Directs the preparation of reports showing objectives, plans, programs, and educational accomplishments

Larger Community, Authorizer, WASC, and LCAP
- Fosters a climate of innovation and collaborative creative problem solving with charter personnel, students, parents, and community
- Completes and submits required documents as requested or required by the charter and/or Cabinet/Board of Directors and/or the District
- Serves as professional advisor to the Board of Directors, keeping them fully informed on all programs, practices, issues and problems of the charter school; provides them with all information and data for decision making. When recommendations are requested or offered, the Superintendent will provide rationale for the recommendation
- Promotes and publishes the school in the community, promotes positive public relations and interacts effectively with media
- Secures legal interpretations on all issues pertaining to the school and the operation of the school
- Ensures compliance with all applicable state and federal laws
- Oversees the development of the School Annual Performance Report and the School Accountability Report Card (SARC)
- Oversees the processing and submission of required state and federal reports, including Local Control Accountability Plan (LCAP)
- Oversees school-wide state assessments; promotes participation through positive communication with students and families
- Analyzes student assessment data; develops targeted plans for growth including review of teaching strategies and curriculum; implements professional development as needed
- Oversees and assists in securing local grants
- Oversees and ensures Western Association of School and Colleges (WASC) accreditation
- Serves as liaison between the school and school districts, as needed
-

Attendance Compliance
- Takes responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Oversees attendance policies and ensures procedures are followed
- Oversees completion and submission of all necessary financial reports as required for proper attendance reporting

<u>Oversight Responsibilities:</u>

- Supervises and oversees the leadership team and staff

OTHER DUTIES:

- Documents and reports all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely manner; ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

ABILITIES:

- Develop, implement, and evaluate effective instructional programs
- Analyze school programs, develop and implement solutions, and evaluate success
- Transmit passion for learning to students and families; promote family and community engagement
- Oversee the budget development process and ensure long term sustainability of school finances
- Establish and maintain effective working relationships with and between staff, students, and families and resolve conflict
- Select, train, and evaluate performance of assigned staff
- Plan and implement staff development programs
- Demonstrate flexibility and adaptability in difficult situations and ensure student-focused leadership
- Demonstrate well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Demonstrate strong organizational skills and time management
- Demonstrate openness to differing views and objectives
- Conduct research, participate in professional networks, and monitor legislation to inform decision making for school programs
- Deliver information both orally and in writing in a timely and effective manner
- Maintain confidentiality of sensitive and privileged information.
- Exercise initiative -
    - understands the needs of the school and takes steps toward meeting those needs with little support and guidance
    - prevents problems by planning ahead and anticipating outcomes
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds and promote a culture of inclusion
- Build a culture where students, parents, and teachers feel valued and served

Knowledge:

- State and federal laws, statutes, rules and regulations that pertain to TK-12 public education including general education, special education, and second language learners
- Independent study program requirements, assessment, and accountability
- Public education systems and county and community resources and agencies
- California Content Standards for TK-12 education

- Current practices, research and trends in curriculum, instruction, and assessment
- Methodologies, strategies, and assessment instruments
- Budget preparation, management and controls
- Principles and practices of leadership, management, supervision, and training
- Effective professional development programs
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus to view text in print materials or electronically

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Primarily indoor and outdoor in varying temperatures
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards:

- Potential physical hazards involved in intervening in altercations and antisocial behavior
- Contact with dissatisfied individuals

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

Chief Business Officer
Job Description

Reports To:	Superintendent
FLSA Status:	Exempt
School Classification:	Classified Administrative
Pay Range:	Classified Administration Salary Schedule
Work Schedule:	12 months
Location:	Remote Office

POSITION SUMMARY:

The Chief Business Officer serves as a member of the Executive leadership team and is responsible to assist the Executive Director in the execution of the business services of the school with specific responsibility for the oversight of all budgeting, accounting, financial reporting, and compliance functions; the preparation and oversight of audits for the charter school; the management of assets, cash flow and resources; supervision and evaluation of assigned staff; and the implementation and integration of financial systems and internal controls to enhance and improve organizational effectiveness.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Bachelor's Degree in Accounting, Finance or related field
- CPA or MBA is Preferred
- Five years of responsible experience in finance or accounting, including five years in a supervisory or lead capacity in a public school system or in a position performing related duties
- Three to five years of experience leading the accounting and/or fiscal reporting duties with a charter school organization in a management capacity is highly desirable
- Experience working in an organization that independently reports fiscal information is desirable
- CASBO CBO Certification
- Five or more years of related experience with progressively increasing levels of responsibility in leadership, and mentoring. Five years in independent study administration strongly preferred
- Bachelor's degree required; advanced degree preferred
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years

- Valid photo identification

Administrators will ensure the charter school's leadership aligns with the California Professional Standards for Education Leaders (CPSEL) in the areas of:

- Development and Implementation of a Shared Vision
- Ethics and Integrity
- External Context and Policy

General Administrator Duties:

- Collaborates with the Executive Director and leadership team on daily operations of the school, policies and overall expectations
- Represent the schools at local, county and State meetings, workshops, charter school gatherings and conferences
- Administrative presence and interaction is required as needed at staff meetings, school events, conferences, School Site Council, PAC and other parent meetings as applicable
- Exercise initiative; understands the needs of the school and takes steps toward meeting those needs with little support and guidance; prevents problems by planning ahead and anticipating outcomes
- Collaborates with members of the leadership team to set professional goals in relationship to their department
- Supervises all assigned direct reports and reviews self-assessments evaluations from all direct reports (credentialed and classified); completes employee assessment of direct reports
- Develops, coordinates, and assess instructional programs
- Evaluates certificated and classified personnel
- Provide certificated and classified employees discipline, including but not limited to, suspension, dismissal, and reinstatement
- Supervise certificated and classified personnel
- Manage school site, district, or county level fiscal services
- Recruit, employs, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support services, including but not limited to pupil personnel and technology support services
- Take a leadership role in the review, writing and revising school policies. Ensure they are clear and legally viable. Facilitate collaboration from administration, submit policies for board approval and ensure proper placement into student handbooks and onto websites
- Attend Board of Directors meetings and participate on assigned committees
- Completes applicable compliance initiatives for annual auditing procedures
- Assist in monitoring legislative changes and how they affect the school
- Facilitate building initiatives in response to legislative changes
- Attend legislative related meetings, training and calls as needed in assistance to the Executive Director
- Assists with public records requests effectively and in a timely manner
- Participates in the WASC accreditation and re-accreditation process; contributes to report(s); provides data relevant to the department
- Assists the Executive Director in renewal for existing charters and preparation for new charters; updates and writes charter petitions, and attends all authorizer meetings and presentations as needed
- Supports the Executive Director in growth initiatives for Excel Academy's expansion into other geographic areas by providing evidence/data based strategic planning advice
- Stays current on educational laws and trends that pertain to the school

- Contributes to monthly board updates and monthly newsletters

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

- Oversees all accounts, ledgers, and reporting systems ensuring accuracy and full compliance with appropriate GAAP standards, industry best practices, and regulatory requirements
- Plans, organizes, and directs the business services functions of Excel Academy Charter Schools including accounting, budgeting, and reporting functions as required by the California Education Code and the policies and regulations of the Board of Directors
- Coordinates the development of the annual budgets; monitors departmental and project budgets to provide assistance and ensure compliance with State guidelines and laws
- Prepares, plans and manages the fiscal year-end closing process to assure validity and accuracy of the organization's financial data for subsequent preparation of financial statements
- Performs regular reconciliation of all funds, including all balance sheets and income statement accounts
- Designs procedures and internal controls to safeguard the funds, assets, and resources of the schools; ensures proper implementation and provides training accordingly
- As applicable, coordinates financial and governmental audits, which include work paper preparation, liaison with auditors and staff with an understanding of programmatic and financial requirements of governmental programs
- Remains abreast and proactive in understanding of new legislation requirements in regards to third party audits and creates standard operating procedures to ensure compliance.
- Prepares and submits a variety of compliance reports to all stakeholders including authorizing school districts, county offices, CDE and SELPA within mandatory timelines
- Assists the leadership team in forecasting enrollment, calculating and reporting average daily attendance (ADA) and developing financial proposals to ensure the school's fiscal health and sustainability
- In coordination with the leadership team, aligns the annual budget with the Local Control Accountability Plan (LCAP)
- Administers areas of business operations relating to cash management, bank reconciliations, accounts payable, accounts receivable, grant accounting, and internal/external reporting
- Reviews and approves accounts payable batches in accordance with the organizations policies and procedures
- Utilizes SACS to code revenue and expenditures for accurate reporting purposes
- Advises administrators of budget account balances; resolves problems and discrepancies; and makes revisions as necessary, in compliance with established policies and procedures
- Attends meetings of the Board of Directors to present financial reports, budget data, attendance reports, enrollment projections and other related matters as may be requested by the Executive Director; conceptualizes and articulates strategies to improve financial operations and services; develops and recommends board policies as necessary to carry out the business functions of the organization
- Serves as a liaison with the charter school authorizers, management, and staff to coordinate accounting and reporting processes; develops project timelines and a business services calendar to ensure all deadlines are met

- Interviews, selects, supervises, evaluates, disciplines and provides direction to assigned finance staff; mentors, guides and trains assigned staff to ensure compliance with accounting standards, to ensure customer service goals are achieved, and that leadership and teamwork are developed and practiced
- Represents the interests of the organization in a variety of settings and coordinates with the outside agencies relative to business functions, the financial, personnel and student information systems and such other matters as may be requested by the Executive Director; promotes Excel Academy Charter Schools in the community through positive public relations and interacts effectively with media
- Attends a variety of meetings to maintain current knowledge of legislation, legal codes, and requirements; reviews changes in charter school finance; attends workshops and meetings with authorizing districts, county offices of education, and other state agencies; attends and/or conducts staff meetings, in-service activities, workshops, conferences and other training. Keeps informed on trends and changes in legislation applicable to charter school finance and budgeting; proposes recommendations in preparation or in response to legislative changes
- Provides optimal internal communications for staff at all levels throughout the organization; creates and promotes a positive and supportive work environment
- Actively seeks to improve and simplify accounting and fiscal management processes with sustainable and scalable solutions. This includes the use of technology to eliminate inefficiencies while maintaining high accuracy
- Ensures the schools' online purchasing system is updated annually, rolled over properly, and maintained throughout the school year; serves as the schools' purchasing system expert. Create reports for Executive Director, Directors and/or department leads that include data pertaining to student spending tracking, accounting, and other purchasing and community provider data analysis:

OTHER DUTIES:

<u>Any an all other duties assigned by the supervisor including but not limited to:</u>

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 1 business day
- The position may require travel and the need to work overtime

ABILITIES:

- Protect and maintain confidentiality and security of staff, business, and other confidential and sensitive information
- Build a culture where students, parents, and teachers feel valued and served
- Demonstrate well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Deliver information both orally and in writing in a timely and effective manner

- Demonstrate flexibility and adaptability in difficult situations and ensure student-focused leadership
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds and promote a culture of inclusion
- Demonstrate strong organizational skills and time management
- Demonstrate openness to differing views and objectives
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus to view text in print materials or electronically

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Primarily indoor work environment
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards:

- Potential physical hazards involved in intervening in altercations and antisocial behavior
- Contact with dissatisfied individuals

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

Director of Education

Job Description

Reports To:	Executive Director
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Certificated Administration Salary Schedule
Work Schedule:	12 months
Location:	Remote Office

POSITION SUMMARY:

The Director of Education provides strategic leadership and oversight for the school's general education programs, ensuring the delivery of high-quality instruction, promoting student achievement, and fostering a positive and collaborative learning environment. The Director of Education is responsible for the supervision, development, and evaluation of general education staff, the implementation of effective educational programs, and the maintenance of compliance with all applicable regulations and policies.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Bachelor's degree required; advanced degree preferred
- A valid, current, and appropriate California state teaching credential
- A current California Preliminary Administrative Services credential
- Five or more years of teaching experience with progressively increasing levels of responsibility in leadership, and mentoring
- Five years in independent study administration strongly preferred
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations

GENERAL SKILLS:

Administrators will ensure the charter school's leadership aligns with the California Professional Standards for Education Leaders (CPSEL) in the areas of:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

General Administrator Duties:

- Collaborates with the Executive Director and leadership team on daily operations of the school, policies and overall expectations.
- Represent the schools at local, county and State meetings, workshops, charter school gatherings and conferences.
- Administrative presence and interaction is required at staff meetings, school events, conferences, School Site Council, PAC and other parent meetings as applicable.
- Exercise initiative; understands the needs of the school and takes steps toward meeting those needs with little support and guidance; prevents problems and contributes to solutions by planning ahead and anticipating outcomes.
- Collaborates with members of the leadership team to set professional goals in relationship to their department.
- Supervises all assigned direct reports and reviews self-assessments evaluations from all direct reports (credentialed and classified); completes employee assessment of direct reports.
- Take a leadership role in the review, writing and revising school policies. Ensure they are clear and legally viable. Facilitate collaboration from administration, submit policies for board approval and ensure proper placement into student handbooks and onto websites.
- Supports Human Resources in identifying the staffing needs of the school based on the budget and ADA and directs the assignment/duties for instructional personnel.
- Supports the Executive Director in identifying trends in instructional funds and completes data analysis and observation on what is most suitable for the school.
- Analyzes enrollment data to help determine and predict enrollment trends, support growth and programming initiatives and forecast overall enrollment health and stability.
- Attend Board of Directors meetings and participate on assigned committees.
- Completes applicable compliance initiatives and requests for annual auditing procedures.
- Assist in monitoring legislative changes and how they affect the school. Facilitate building initiatives in response to legislative changes.
- Attend legislative related meetings, training and calls as needed in assistance to the Executive Director.
- Assists with public records requests effectively and in a timely manner.
- Participates in the WASC accreditation and re-accreditation process; contributes to report(s); provides data relevant to the department.
- Assists the Executive Director in renewal for existing charters and preparation for new charters; updates and writes charter petitions, and attends all authorizer meetings and presentations as

needed.

- Supports the Executive Director in growth initiatives for Excel Academy's expansion into other geographic areas by providing evidence/data based strategic planning advice.
- Stays current on educational laws and trends that pertain to the school.
- Contributes to monthly board updates and other school communications as needed..
- Engages educational partners through positive, regular, and focused communication; creates a cadence of accountability and excellence in the school.
- Fosters an inclusive school culture that affirms students and provides educational and social-emotional support.
- Represents the school within charter networks and PLC groups and attends applicable conferences such as: APlus, CCSA and CSDC.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Responsibilities:

- Supervision and Leadership:
    - Directly supervises department staff, including but not limited to:
        - Elementary Principal
        - Virtual Vice Principal
        - Secondary Principal
        - Assistant Director of Special Programs
    - Indirectly supervised:
        - Vice Principals
        - School Counseling Team
        - Student Services Coordinator
    - Provides leadership, guidance, and support to direct and indirect reports, fostering a collaborative and growth-oriented environment.
    - Oversees, manages, and supports general education direct reports, cultivating and nurturing environments for growth, idea sharing, and continuous improvement.
    - Participates in interviews and recommends employee hiring, promotion, discipline, and/or dismissal to HR, ensuring alignment with school policies and procedures.
    - Develops and implements a plan for cross-training of staff to ensure proper coverage in key areas of school operations; sets work schedules and approves employee time cards and leave requests in compliance with board policy.
    - Maintains professional relationships with the staff, by directing and implementing clear and effective lines of communication with employees.
    - Provides support, encouragement, and professional development opportunities to direct reports, promoting their growth and enhancing their effectiveness.
    - Addresses team mediation/counseling needs as necessary, facilitating conflict resolution and fostering positive working relationships.
    - Encourages, creates, and supports the professional development of all staff, promoting a culture of continuous learning and improvement.

- Program Development and Management:

- Reviews and approves new general education programs, makes recommendations and modifications to existing programs, and submits program proposals for Executive and board approval as necessary, ensuring alignment with the school's mission, vision, and strategic goals.
- Facilitates general education meetings as applicable and needed, with relevant team members and partners in education, promoting collaboration and effective communication.
- Provides strategic guidance for difficult parent or student situations (if escalated past Coordinators and Principals), offering support and direction to Principals and Coordinators in resolving complex issues.
- Writes or reviews formal letters, emails, and other sensitive communications, ensuring clarity, accuracy, and professionalism.
- Develops and refines school policies and handbooks, including the Excel Academy Parent/Teacher Handbook, to ensure clarity, consistency, and compliance with best practices.
- Collaborate with Human Resources in staffing/recruitment for the general education department, including identifying needs, defining roles and responsibilities, assisting in vetting and interviewing candidates, and ensuring the recruitment of highly qualified personnel.
- Communicates with Authorizing Districts and County Offices of Education as required, maintaining positive relationships and ensuring compliance with all reporting requirements.
- Assists the Executive Director in Charter authorization initiatives, including but not limited to community advocacy and petition completions.
- Creates reports for the Executive Director and/or department leads that include data pertaining to student spending tracking, accounting, and other purchasing and community provider information, providing valuable insights for decision-making.
- Reviews and approves contracts, memorandums of understanding, and service agreements within assigned area and within specified amount according to the school's fiscal policies, ensuring sound financial management.
- Collaborates in the set-up and maintenance of the student information system (SIS) for all scopes, including policies, reporting periods, course catalogs, archiving, RegOnline, etc., ensuring efficient and effective data management.
- Collaborates with the Senior Compliance Coordinator in troubleshooting of SIS issues and ensures that the team works closely with the School Pathways team to continually improve the system, optimizing system functionality and user experience.
- Oversees research and consideration of new options for managing student information in order to maximize efficiency, accuracy, and productivity as a school, staying abreast of technological advancements and best practices.

- Compliance:
  - Collaboration with Senior Compliance Coordinator to ensure reports are submitted for claimed attendance. Assists in researching attendance anomalies and orphaned attendance; ensures submission of P1 and P2 reporting within mandatory deadlines, ensuring accurate and timely reporting.

- Submits data as needed to maximize average daily attendance (ADA) and ensure a successful independent study audit annually, optimizing funding and demonstrating program effectiveness.
- Provides support to the Student Services Coordinator as the liaison between student enrollment and educational programs, ensuring a smooth and seamless transition for students.
- Works with the Executive Director and administrative team to develop the annual school academic calendar and master schedule, optimizing instructional time and student learning.
- Participates in the development of ADA monitoring procedures, analysis, collection strategies, and policies, ensuring compliance with state regulations and maximizing school resources.
- Communicates attendance policies and expectations with Principals and education team partners, promoting a culture of accountability and ensuring consistent implementation.
- Coordinates the preparation and implementation of staff compliance training on SIS functionality, writing Assignment and Work Records (AWRs), completing Grid logs and Online Participation System (OPS); prepares training documents and records staff training videos, ensuring staff proficiency and adherence to compliance requirements.
- Ensures that attendance, assignment and work records (AWRs), learning logs, work samples, cumulative files, enrollment documentation, household data collection, and other similar areas of compliance are appropriately kept to assist the annual audit process, maintaining meticulous records and ensuring audit readiness.
- Oversees and ensures the school follows independent study compliance per Education Code and auditor requirements, mitigating risk and ensuring program integrity.
- Collaborates with Human Resources to ensure education credentialing compliance.
- Oversees internal audit of compliance-related files; Oversees individualized reviews of the academic records of students to ensure student success by implementing ongoing operations department audits, proactively identifying and addressing potential issues.
- Collaborates with the auditor for the General Education department to provide required reports and records for independent study, facilitating a smooth and efficient audit process.

OTHER DUTIES:

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 1 business day
- The position may require travel and the need to work overtime

ABILITIES:

- Demonstrate flexibility and adaptability in difficult situations and ensure student-focused leadership
- Demonstrate well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner.
- Demonstrate strong organizational skills and time management.
- Demonstrate openness to differing views and objectives.
- Deliver information both orally and in writing in a timely and effective manner.
- Protect and maintain confidentiality and security of staff, business, and other confidential and sensitive information.
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds and promote a culture of inclusion.
- Build a culture where students, parents, and teachers feel valued and served.
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software.

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus to view text in print materials or electronically

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Primarily indoor work environment
- Employee must have available transportation and be able to drive up to 100 miles in a day

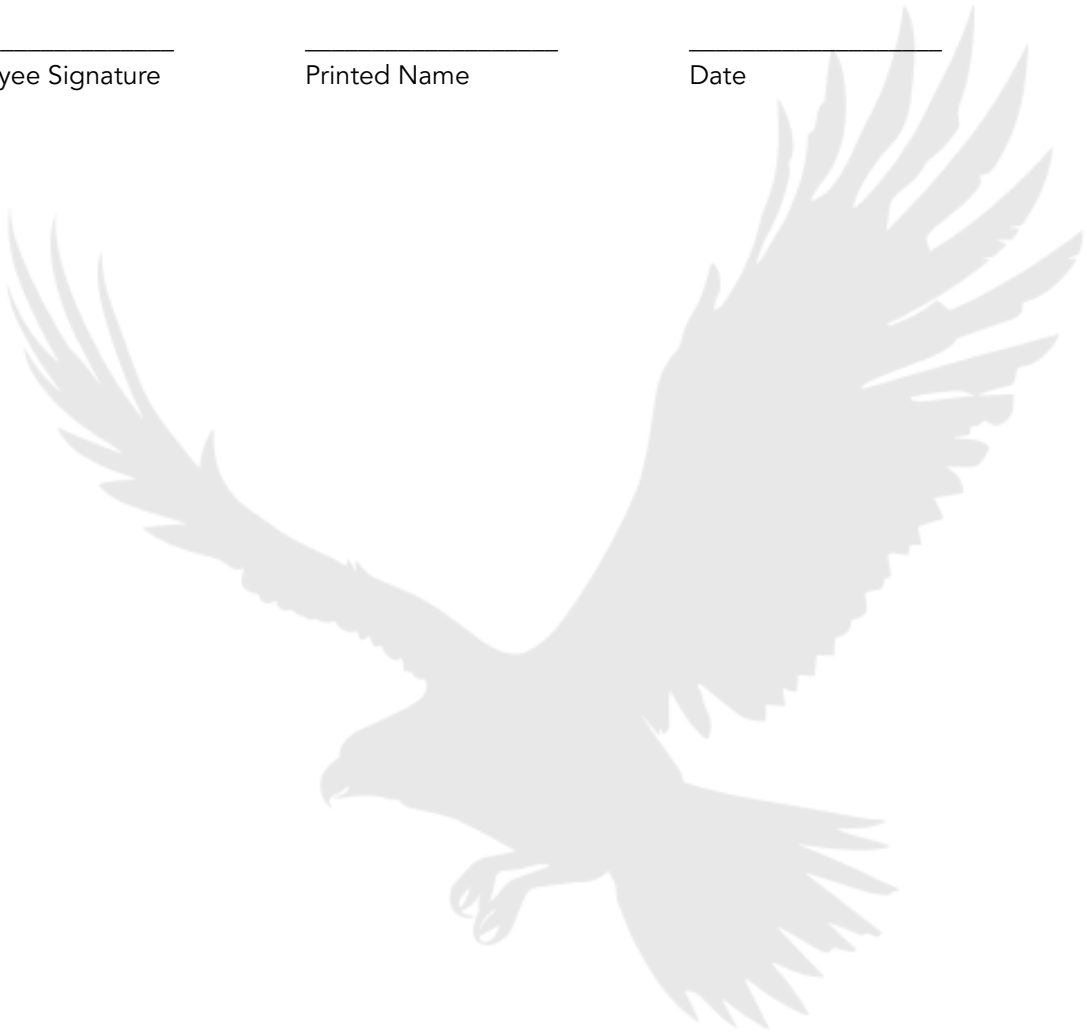
Hazards:

- Potential physical hazards involved in intervening in altercations and antisocial behavior
- Contact with dissatisfied individuals

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date



EXCEL ACADEMY
A TK-12 Public Charter School

Director of Human Resources

Job Description

Reports To:	Executive Director
FLSA Status:	Exempt
School Classification:	Classified
Pay Range:	Classified Salary Schedule
Work Schedule:	12 months
Location:	Remote Office

POSITION SUMMARY:

The Director of Human Resources will serve as a strategic and influential leader, responsible for developing and executing comprehensive human resources strategies that attract, retain, and empower a high-performing workforce. This pivotal role demands expertise in all facets of HR, including benefits administration, risk management, talent acquisition, performance management, employee relations, and compliance. The Director will be a trusted advisor to the leadership team and the Board of Directors, ensuring the organization's human capital practices align with its mission, values, and strategic objectives. This leader will foster a positive and inclusive work environment, champion employee well-being, and ensure legal compliance across all HR functions.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Two (5) years directly related experience is preferred
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

General Administrative Duties:

- Collaborates with the Executive Director and leadership team on daily operations of the school, policies and overall expectations
- Represent the schools at local, county and State meetings, workshops, charter school gatherings and conferences
- Administrative presence and interaction is required as needed at staff meetings, school events, conferences, School Site Council, PAC and other parent meetings as applicable
- Exercise initiative; understands the needs of the school and takes steps toward meeting those needs with little support and guidance; prevents problems by planning ahead and anticipating outcomes
- Collaborates with members of the leadership team to set professional goals in relationship to their department
- Supervises all assigned direct reports and reviews self-assessments evaluations from all direct reports (credentialed and classified); completes employee assessment of direct reports
- Take a leadership role in the review, writing and revising school policies. Ensure they are clear and legally viable.
- Attend Board of Directors meetings and participate on assigned committees
- Completes applicable compliance initiatives for annual auditing procedures
- Assist in monitoring legislative changes and how they affect the school. Facilitate building initiatives in response to legislative changes
- Attend legislative related meetings, training and calls as needed in assistance to the Executive Director
- Assists with public records requests effectively and in a timely manner
- Participates in the WASC accreditation and re-accreditation process; contributes to report(s); provides data relevant to the department
- Assists the Executive Director in renewal for existing charters and preparation for new charters; updates and writes charter petitions, and attends all authorizer meetings and presentations as needed
- Supports the Executive Director in growth initiatives for Excel Academy's expansion into other geographic areas by providing evidence/data based strategic planning advice
- Stays current on educational laws and trends that pertain to the school
- Contributes to monthly board updates and monthly newsletters

Benefit Administration:

- Strategic Benefits Leadership: Provides strategic oversight and ensures the effective administration of a comprehensive benefits program encompassing health, vision, dental, life, disability, and retirement plans, leaves, and workers' compensation.
- Affordable Care Act (ACA) Compliance: Manages all aspects of Affordable Care Act (ACA) compliance, including meticulous monthly maintenance and accurate annual reporting (1095), ensuring adherence to all regulatory requirements.

- Comprehensive Benefits Management: Oversees the day-to-day administration of all employee benefits plans, ensuring accurate enrollment, changes, and terminations. Conducts thorough annual reviews of benefit plans, proactively solicits bids from various vendors, and prepares well-researched recommendations for the leadership team and Board of Directors to optimize the quality and cost-effectiveness of employee benefits.
- Retirement Plan Stewardship: Manages and oversees all Excel Academy Charter School retirement plans, including STRS, 403(b), and 457(b) options, ensuring accurate employee notifications, precise calculations, thorough documentation, seamless payroll integration, and timely remittance of funds. Proactively schedules ongoing retirement plan educational opportunities for all staff to promote financial well-being.
- Risk Management and Insurance Oversight: Oversees all property and casualty insurance plans to guarantee comprehensive coverage for all employees, facilities, and students. Collaborates closely with the insurance broker to conduct thorough yearly audits and efficiently manage the renewal of plans. Oversees the timely request and issuance of certificates of insurance during the vendor/independent contractor selection process, mitigating organizational risk.
- Accurate Leave and Time Management: Efficiently manages additions and subtractions to employee accruals (vacation, sick, and flex time) throughout the year, maintaining accurate records and ensuring compliance with school policies and legal requirements.
- Leave and Unemployment Administration: Expertly coordinates all employee leaves of absence (e.g., FMLA, CFRA, personal leave) and diligently manages unemployment claims with the Employment Development Department (EDD), ensuring compliance and providing clear guidance to employees and the organization.

Position Control:

- Strategic Workforce Planning: Strategically manages and oversees the organization's position control system for all staff assignments, ensuring accurate allocation of personnel resources. Oversees the efficient processing of personnel requisitions and request-to-hire forms for all new positions and employees.
- Budgetary Compliance and Staffing Optimization: Diligently monitors and oversees staffing plans to ensure strict compliance with school and organizational budgets. Collaborates with leadership in developing strategic plans for the effective allocation of shared staffing resources to maximize efficiency and impact.

Employee Relations and Performance Management:

- Performance Management Leadership: Provides strategic support to the leadership team throughout the performance evaluation process, developing effective forms and streamlined procedures. Proactively prepares and facilitates performance improvement plans to support employee growth.
- Expert Employee Relations Counsel: Serves as a trusted advisor and provides expert counsel to leadership on employee conferences, the preparation of legally sound written documentation, and the fair and consistent processing of any necessary disciplinary actions.
- HR Team Leadership and Development: Evaluates the performance of the human resources, payroll, and support staff, providing ongoing assessment and constructive feedback relative to employee goals to foster continuous employee growth and competency within the HR function.

- Strategic Employee Lifecycle Management: Provides strategic support to leadership in navigating the entire employee lifecycle, including legally defensible documentation and process management for employee terminations. This includes meticulous management of INSPIRE and FRISK documentation, conference summaries, written reprimands, and performance success and improvement plans.
- Credentialing Oversight: Monitors the Human Resource Specialist in the critical area of certificated credentials, ensuring compliance with all state and local requirements.
- Talent Acquisition Support: Participates actively on interview panels as needed, contributing to the selection of highly qualified candidates who align with the organization's values and strategic goals.

Compliance and Communication:

- Proactive Compliance Management: Maintains a thorough and up-to-date understanding of all relevant employment laws and regulations, ensuring the organization's HR practices are consistently compliant.
- Transparent Communication and Engagement: Engages employees through intentional and regular communication, fostering a culture of transparency and trust. Oversees communication through various platforms, including scheduled meetings, electronic communication, and the school's website.
- Responsive Employee Support: Responds promptly and courteously to inquiries from employees and others in the community, providing accurate and helpful information.
- Effective Issue Resolution: Addresses escalated employee relations concerns and facilitates effective communication to assist the leadership team in resolving conflict fairly and equitably. Responds to employee complaints adhering to established board policy.

OTHER DUTIES:

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Represent the school at community events

ABILITIES:

- Complies with all Excel Academy Policies and Procedures as outlined in Employee Handbook and all other formal Excel Academy Policy and Procedure documents
- Travel as required
- Ability to work overtime as assigned if applicable
- Proficient in utilizing information databases such as Google, Microsoft Office applications and a variety of web-based applications

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds with or without assistance
- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperatures
- Employee must have available transportation and be able to drive up to 100 miles in a day

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Employee Acknowledgement:

_____
Printed Name

_____ _____
Employee Signature Date

Director of Special Education
Job Description

Reports To:	Executive Director
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Certificated Administration Salary Schedule
Work Schedule:	12 months
Location:	Remote Office

POSITION SUMMARY:

The Director of Special Education serves as a member of the Administration team and is responsible to plan, organize, and direct the special education services for Excel Academy Charter Schools and related services involving the special education team. The Director is responsible for advising the Executive Director and special education leadership team on matters related to special education services and assures compliance with State and federal laws, rules and regulations related to assigned areas including local SELPA policies.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Five or more years of program related certificated education experience with progressively increasing levels of responsibility in leadership, and mentoring.
- Five years in independent study administration strongly preferred

- Master's degree in special education preferred A valid, current, and appropriate California Administrative Services credential.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Valid photo identification

Administrators will ensure the charter school's leadership aligns with the California Professional Standards for Education Leaders (CPSEL) in the areas of:

- Development and Implementation of a Shared Vision

- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

General Administrator Duties:

- Collaborates with the Executive Director and leadership team on daily operations of the school, policies and overall expectations
- Represent the schools at local, county and State meetings, workshops, charter school gatherings and conferences
- Administrative presence and interaction is required as needed at staff meetings, school events, conferences, School Site Council, PAC and other parent meetings as applicable
- Exercise initiative; understands the needs of the school and takes steps toward meeting those needs with little support and guidance; prevents problems by planning ahead and anticipating outcomes
- Collaborates with members of the leadership team to set professional goals in relationship to their department
- Supervises all assigned direct reports and reviews self-assessments evaluations from all direct reports (credentialed and classified); completes employee assessment of direct reports
- Take a leadership role in the review, writing and revising school policies. Ensure they are clear and legally viable. Facilitate collaboration from administration, submit policies for board approval and ensure proper placement into student handbooks and onto websites
- Attend Board of Directors meetings and participate on assigned committees
- Completes applicable compliance initiatives for annual auditing procedures
- Develops, coordinates, and assesses instructional programs
- Evaluates certificated and classified personnel
- Provides certificated and classified employees discipline, including but not limited to, suspension, dismissal, and reinstatement
- Supervises certificated and classified personnel
- Assists in recruiting and assigning certificated and classified personnel
- Develops, coordinates, and supervises student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services
- Assist in monitoring legislative changes and how they affect the school. Facilitate building initiatives in response to legislative changes
- Attend legislative related meetings, training and calls as needed in assistance to the Executive Director
- Assists with public records requests effectively and in a timely manner
- Participates in the WASC accreditation and re-accreditation process; contributes to report(s); provides data relevant to the department
- Assists the Executive Director in renewal for existing charters and preparation for new charters; updates and writes charter petitions, and attends all authorizer meetings and presentations as needed
- Supports the Executive Director in growth initiatives for Excel Academy's expansion into other geographic areas by providing evidence/data based strategic planning advice
- Stays current on educational laws and trends that pertain to the school

- Contributes to monthly board updates and monthly newsletters

Budget and Financial Responsibilities:

- Proper allocation of categorical funds per grant/program
- Plan, develop, and implement the annual budget and expenditure control procedures for your department
- Monitors and audits expenditure proposals and allocates special education staff and monetary resources appropriately
- Participates in the preparation of the data collection regarding special education expenditures for the annual budget of the school; ensures administration of assigned budget areas after its adoption
- Supports the Executive Director and the Director of Human Resources in identifying the staffing needs for the special education department based on the budget and ADA
- In collaboration with the Executive Director directs the assignment/duties for instructional personnel

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

- Monitors school compliance with state and federal rules and regulations relating to special education
- Directs the planning, organization, administration and evaluation of aspects related to student identification, assessment, placement and due process; provides liaison between IEP teams and the Special Education programs
- Compiles and completes all state mandated reports regarding special education pupil information
- Plans, organizes, and directs the work of the internal and external Special Education Services including health, speech and language, and psychological services; assures compliance with State and federal laws, rules and regulations related to assigned areas including local SELPA policies; manages departmental operations
- Develops annual Special Education department budgets with the assistance of the Director of Business Services. This includes increasing or decreasing annual department spending in relationship to annual enrollment and overall school budget and program needs. Ensures Special Education budget resources are being used wisely and to plan in relationship with outside service providers
- Acts as designated special education contact person for the school with respect to SELPA-level communications and activities
- Serves as administrative designee for high profile or complex Individualized Education Plan (IEP) meetings and provides guidance and support to school staff and team members in data collection, documentation, continuum of supports and services, assessment analysis, and/or IEP draft and development
- Provides technical and professional guidance to Special Education teachers, instructional assistants and others; interpret and maintain current knowledge of developments in curriculum and instruction and make recommendations for inclusion in Excel Academy Charter School's

Special Education Program; implement mandated legislation; study, evaluate and make recommendations related to new instructional materials, methods and programs in assigned areas

- Supervises the performance of assigned personnel; interviews and selects employees and recommends transfers, reassignment, termination and disciplinary actions
- Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; oversees maintenance of student files referred to or serving in the program
- Provides technical expertise, information and assistance to the Executive Director regarding assigned functions; assists in the formulation and development of policies, procedures and programs to assure an economical, safe and efficient work environment
- Communicates with other administrators, personnel and outside organizations to coordinate activities and programs, resolves issues and conflicts and exchange information; communicate with parents to promote best practices, support staff and families, and develop plans for expanding student and family engagement. Communicates with other administrators, personnel and outside organizations to coordinate activities and programs, resolves issues and conflicts and exchange information; communicate with parents to resolve difficult issues or concerns
- Plans, organizes and implements long and short-term programs and activities designed to enhance assigned programs and services
- Works with service providers to ensure quality and cost are consistently being met
- Directs the formulation of a philosophy and objectives for the Special Education Program and provides staff leadership to assure understanding of and promotes educational objectives of the Schools' Special Education Program; oversees the development, implementation and evaluation of in-service and staff development training programs for Special Education
- Develops and provides staff development and/or parent education programs
- Maintains professional competence through participation in staff development activities
- Assumes other duties and responsibilities as assigned by the Executive Director and/or designee

OTHER DUTIES:

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 1 business day
- The position may require travel and the need to work overtime

ABILITIES:

-

- Protect and maintain confidentiality and security of staff, business, and other confidential and sensitive information

- Build a culture where students, parents, and teachers feel valued and served
- Demonstrate well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Deliver information both orally and in writing in a timely and effective manner
- Demonstrate flexibility and adaptability in difficult situations and ensure student-focused leadership
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds and promote a culture of inclusion
- Demonstrate strong organizational skills and time management
- Demonstrate openness to differing views and objectives
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus to view text in print materials or electronically

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Primarily indoor work environment
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards:

- Potential physical hazards involved in intervening in altercations and antisocial behavior
- Contact with dissatisfied individuals

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

EXCEL ACADEMY
A TK-12 Public Charter School

Director of Operations and Accountability

Job Description

Reports To:	Executive Director
FLSA Status:	Exempt
School Classification:	Certificated Administrative
Pay Range:	Certificated Administrative Salary Schedule
Work Schedule:	12 months
Location:	Remote

POSITION SUMMARY:

The Director of Operations and Accountability is tasked with ensuring the comprehensive administration of all mandatory state and internal assessments; working closely and collaborating with; and managing the Assessment and Program Development Coordinator to spearhead and administer state testing assessment initiatives. This encompasses overseeing all aspects related to students completing their annual state assessment testing in an appropriate and seamless manner.

The Director of Operations and Accountability will adhere to CALPADS reporting requirements and compliance standards. They will have collaborative and decisive oversight of English Learner (EL) students and curriculum, and the meticulous development, drafting, and finalization of Excel Academy Charter School's mid-year and annual Local Control and Accountability Plan (LCAP). The Director of Operations and Accountability is responsible for completing the School Accountability Report Card (SARC), Single Plan for Student Achievement (SPSA), Local Indicators/CA Dashboard annual updates, as well as the review and processing of state and federal grant documents, ensuring these are organized and communicated effectively to stakeholders.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Education:

- Bachelor's degree required; advanced degree preferred
- A current California Preliminary Administrative Services credential
- A valid, current, and appropriate California state teaching credential
- Five or more years of teaching experience with progressively increasing levels of responsibility in leadership, and mentoring
- Five years in independent study administration strongly preferred

- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.

Administrators will ensure the charter school's leadership aligns with the California Professional Standards for Education Leaders (CPSEL) in the areas of:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

General Administrator Duties:

- Collaborates with the Executive Director and leadership team on daily operations of the school, policies and overall expectations.
- Represent the schools at local, county and State meetings, workshops, charter school gatherings and conferences.
- Administrative presence and interaction is required as needed at staff meetings, school events, conferences, School Site Council, PAC and other parent meetings as applicable.
- Exercise initiative; understands the needs of the school and takes steps toward meeting those needs with little support and guidance; prevents problems and contributes to solutions by planning ahead and anticipating outcomes.
- Collaborates with members of the leadership team to set professional goals in relationship to their department.
- Supervises all assigned direct reports and reviews self-assessments evaluations from all direct reports (credentialed and classified); completes employee assessment of direct reports.
- Take a leadership role in the review, writing and revising school policies. Ensure they are clear and legally viable. Facilitate collaboration from administration, submit policies for board approval and ensure proper placement into student handbooks and onto websites.
- Supports Human Resources in identifying the staffing needs of the school based on the budget and ADA and directs the assignment/duties for instructional personnel.
- Supports the Executive Director in identifying trends in instructional funds and completes data analysis and observation on what is most suitable for the school.
- Analyzes enrollment data to help determine and predict enrollment trends, support growth and programming initiatives and forecast overall enrollment health and stability.
- Attend Board of Directors meetings and participate on assigned committees.

Director of Operations and Accountability
Board Approved: May 2025

- Completes applicable compliance initiatives and requests for annual auditing procedures.
- Assist in monitoring legislative changes and how they affect the school. Facilitate building initiatives in response to legislative changes.
- Attend legislative related meetings, training and calls as needed in assistance to the Executive Director.
- Assists with public records requests effectively and in a timely manner.
- Assists the Executive Director in renewal for existing charters and preparation for new charters; updates and writes charter petitions, and attends all authorizer meetings and presentations as needed.
- Supports the Executive Director in growth initiatives for Excel Academy's expansion into other geographic areas by providing evidence/data based strategic planning advice.
- Stays current on educational laws and trends that pertain to the school.
- Contributes to monthly board updates and monthly newsletters.
- Engages educational partners through positive, regular, and focused communication; creates a cadence of accountability and excellence in the school.
- Participates in the WASC accreditation and re-accreditation process; contributes to report(s); provides data relevant to the department.
- Fosters an inclusive school culture that affirms students and provides educational and social-emotional support.
- Represents the school within charter networks and PLC groups and attends applicable conferences such as: APlus, CCSA and CSDC.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Work with testing agencies and the CDE to ensure accuracy and timeliness in all aspects of testing; facilitate the exchange of information between multiple data systems, as well as to students and families.
- Monitor state reporting tools such as the California School Dashboard, the CAASPP reporting system and DataQuest to interpret how our schools are performing under California's school accountability system.
- Oversee, manage and collaborate with the Assessment and Program Development Coordinator to ensure components of department procedure are effective.
- Analyze both overall performance and student group performance on state and internal assessments to the staff, board, and stakeholders.
- Conduct training for staff, students and families on annual state and local assessments.
- Assists in the management of school wide writing program
- Provide leadership and support for school wide incentive programs
- Collaborates with the SPED team to ensure that all necessary student accommodations are designated and met in advance and ready to be uploaded into TOMS.
- Coordinates and trains test administrators on ELPAC assessments.
    - Oversees assessments of the English Learner program including initial identification and redesignation of English Learners.
- Educates teachers and parents on testing and opt-out options; provides alternatives to opt-out

families; administers Progress Improvement Notifications in accordance with board policy.
- Selects and implements local assessments (i-Ready and alternative assessments) across grades K-11.
- Facilitate the review and board approval of the English Learner Master Plan each year.
- Works with Intervention Coordinator to assign ELD Curriculum to EL students and monitors completion.
- Oversees EL tracker in conjunction with Intervention Coordinator.

State and Local Documentation - LCAP, SARC, SPSA:

- Organize all stakeholders in the development, writing, and completion of EACS annual mid-year and end of the year Local Control and Accountability Plan (LCAP), SARC, and SPSA.
- Prepare and present annual LCAP to stakeholders at the end of the school year.
- Support the school site in the development of their Single Plans for Student Achievement (SPSAs); coordinate with the State and Federal Programs Department on the alignment of LCAP and SPSAs.
- Remain current with the newest information about changes to LCFF and LCAP legislation, including changes to state templates and required metrics.
- Attend local and regional workshops on LCAP development and best practices and share information with the leadership team.

Compliance

- Oversee, manage and support Senior Compliance Coordinator in department compliance submission efforts of Fall II, Principal Apportionment and End-of-Year state reporting submissions.
- Provides final review of submissions of state compliance reporting for certification for accuracy.
- Collaborates with Senior Compliance Coordinator and all stakeholders to ensure compliance reporting systems are properly managed and all data is verified and remains clean in all working information and reporting systems.
- Prepare CALPADS report submissions and to ensure all reporting is completed by state deadlines, including CALPADS, PFT, CAASPP, ELPAC, etc.
- Complete CALPADS updates both weekly and bi-monthly - Pull SENR, SINF, SELA, SPRG reports in all scopes - upload reports in Student Information System and post information within CALPADS, eradicate any found errors.
- Certify all Fall 1 Compliance.
- Stay up to date on changes/updates to state requirements in the areas of assessment and accountability.
- Participate in any cross-training of staff members and delegate appropriate tasks as deemed necessary.

OTHER DUTIES:

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 1 business day.
- The position may require travel and the need to work overtime.

ABILITIES:

- Demonstrate flexibility and adaptability in difficult situations and ensure student-focused leadership.
- Demonstrate well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner.
- Demonstrate strong organizational skills and time management.
- Demonstrate openness to differing views and objectives.
- Deliver information both orally and in writing in a timely and effective manner.
- Protect and maintain confidentiality and security of staff, business, and other confidential and sensitive information.
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds and promote a culture of inclusion.
- Build a culture where students, parents, and teachers feel valued and served.
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software.

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus to view text in print materials or electronically

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Primarily indoor work environment
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards:

- Potential physical hazards involved in intervening in altercations and antisocial behavior
- Contact with dissatisfied individuals

Employee Acknowledgement

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

Director of Operations and Accountability
Board Approved: May 2025

Senior Communications Coordinator
Job Description

Reports To:	Executive Director/CEO
FLSA Status:	Exempt
School Classification:	Classified
Pay Range:	Classified Admin Salary Schedule
Work Schedule:	12 months
Location:	Office and Remote office

POSITION SUMMARY:

The Senior Communications Coordinator provides high-level administrative support, including board governance and agenda items for the Executive Director/CEO, and assists in strategic planning with the Director of Human Resources. The Senior Communications Coordinator oversees Marketing and Community , promotes growth and development opportunities to classified and credentialed staff, increases organizational visibility and efficiency for school operations, and manages creative content for the school organization.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Bachelor's Degree
- Two (2) years directly related experience is preferred.
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years.
- Hold and maintain valid identification; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to state regulations.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES

Board Governance:

- Create and organize monthly board agenda items, ensure preparation for all necessary in-person documents for monthly board meetings are collated and distributed accordingly.
- Create and organize monthly board agenda presentations.
- Manage board meeting calendar
- Maintain the Board on Track portal, ensuring compliance and education with changes in relation to the Brown Act etc.

- Maintain agenda development including but not limited to prepping and proofreading agenda items.
- Post agendas (email, hard copy, and website), collaborate with Office Manager for in-person posting appropriately.
- Add Board Agenda, minutes, meeting recordings, meeting calendar, notice of public hearings, LCAP documents, SARC documents, EPA documents, financial documents, and notices to the website.
- Manage board bylaws and conflict of interest.
- Complete periodic audits to ensure compliance per requirements by law.
- Monitor and maintain Administrative needs in relation to Board requests, Executive Director support for high level and confidential matters, etc.
- Manage all board policies on policy organizer and keep them up-to-date.
- Add/Revise Title IX statement and policy to the website and monitor for compliance
- Maintain annual review schedule for all policies and coordinate revisions for all policies
- Prep and proofread all policies.
- Create enriching relationships and partnership opportunities between the school and the board.
- Analyze past and prior board content to ensure rich content with current contextual integrity

School Organization:

- Growth & Retention Data Initiatives
    - Analyze enrollment data to configure retention and growth trends.
    - Improve this system by tracking ToR association, grade level, location, and more to increase the variables in which we analyze the data, to track retention and growth on a more detailed level.
    - Collaborate with Enrollment and Community teams to bridge gaps between data analysis and opportunities for exposure and marketing in targeted areas
- Coordinate arrangements to aid executives, including but not limited to: luncheons, committees, board meetings, staff summits, Cabinet and schedules
- Manage and maintain executive clerical talks; including but not limited to: Executive Director's schedule, maintaining current policies, procedures and documents for every department.
- Aid the Director of Business Services in developing organizational models for the Master Budget to create comprehensive exposure for all Admin team members
- Manage clerical support for leadership; prepare agendas, reports, presentations, organizational graphs and maintain a variety of correspondence on subjects requiring knowledge of District, State, and Federal policies and procedures.
- Routinely train staff and offer resources for organizational tools.
- Conduct research and compile data to aid in presentations for the Executive Director, Assistant Directors, and committees.
- Develop and maintain resources and streamlined processes for school departments.
- Research and implement new organizational and presentational systems for the school, vetting their effectiveness and acting as the operational liaison between the organization and the Executive Director.

School Communications

- Internal Communications Initiatives:
    - Assess the ways in which communication is handled and distributed across all

departments, and the ways in which information is disseminated to ToRs, Classified, etc.
    - Analyze methods of department communication and survey the level of staff understanding, satisfaction, and overall quality.
    - Implement standard modes of communication for various staff needs and research resources and tools to enhance the overall quality of school communications.
- Collaborate management of communication tools with the Senior Manager Fiscal and IT for main school accounts including Zoom, DocuSign, Google Admin Console, Google Shared Drives, Beehively, GoGuardian, and Google Analytics.
    - Ensure security is maintained within the Admin Console for all users, that apps are able to accessed, and student Chromebook usage is being monitored for inappropriate searches
- Develop and administer annual needs surveys and evaluate professional development, culture and training opportunities. Create initiatives based on data analysis to improve overall effectiveness.
- Develop activities to build school culture in conjunction with the Director of Human Resources.
- Create and produce official reports, presentations, letters, and other documents.
- Manage training and staff development programs and agendas; develop and organize training manuals, multimedia visual aids, and other educational materials; evaluate and arrange for outside speakers to provide training in their field of expertise if such training cannot be provided internally.
- Coordinate the all educational stakeholder presenters, presentations, and mock runs for Authorizer relations
- Supervise Social Media Liaison, communicating marketing and advertising plans, social media campaigns, and EACS branding. Ensure posts align with EACS' mission and vision and marketing plan.
- Develop activities to align leadership goals and school theme

Marketing & Community :

- Internal Marketing Improvement Initiatives:
    - Develop and execute comprehensive communication and marketing strategies aligned with organizational goals.
    - Ensure brand consistency across all touchpoints.
    - Stay abreast of industry trends and best practices in communications and marketing
    - Manage digital marketing efforts, including SEO/SEM, email marketing, and social media advertising.
    - Coordinate the production of professional videography for marketing purposes
    - Manage Excel's YouTube channel to foster parent and staff education
- Manage and mentor the communications and marketing team, fostering a collaborative and high-performing environment
- Monitor and analyze the effectiveness of communication and marketing initiatives, providing regular reports and recommendations.
    - Track and analyze marketing campaign performance and make data-driven decisions.
    - Analyze populations each form of marketing serves best (social media vs printed materials, etc).
    - Analyze times of year when marketing efforts are most effective.
    - Develop how to best allocate the marketing budget into the various forms of advertising
    - Manage and develop marketing campaigns to target specific audiences based on analytics.

- Manage Google analytics to track website traffic and engagement.
- Create and design content for all Excel Academy departments as needed; may include graphics, flyers, and presentations.
- Oversee the development and maintenance of the company website and other digital communication platforms.
- Develop and oversee the creation of press releases (if needed), media kits, and other media relations materials.
- Develop and maintain all press releases if applicable and communication processes
- Conduct market research and competitive analysis to identify opportunities and inform marketing strategies.
- Develop and implement social media strategies to enhance brand awareness and engagement.
- Routinely analyze competitor marketing strategies to stay current in offerings and exposure.
- Develop and manage the communications and marketing budget, ensuring efficient resource allocation.

OTHER DUTIES:

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Manage and Report student and school data to maintain compliance within Local, State and Federal requirements; may include a variety of spreadsheets, Monitor and maintain volume of emails, phone calls and confidential documents.
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 1 business day.
- Represent the school at community events.
- Supports testing sites as needed during the testing season.
- Attend professional development.

ABILITIES:

- Complies with all Excel Academy Policies and Procedures as outlined in Employee Handbook and all other formal Excel Academy Policy and Procedure documents.
- Travel as required
- Ability to work overtime as assigned if applicable.
- Proficient in utilizing information databases such as Google, Microsoft Office applications and a variety of web-based applications.

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting or standing for extended periods of time

- Lifting objects up to 50 pounds with or without assistance
- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperatures
- Employee must have available transportation and be able to drive up to 100 miles in a day

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Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

Assistant Director of Special Programs

Job Description

Reports To:	Director of Education
FLSA Status:	Exempt
School Classification:	Certificated Admin
Pay Range:	Administrative Salary Schedule
Work Schedule:	220 days
Location:	Remote Office

POSITION SUMMARY:

The Assistant Director of Special Programs is responsible for the growth and management of the Intervention Department in its entirety. They will facilitate the growth and success of the following programs, including but not limited to: Title 1, ELD, Intervention (MTSS), 504 Plans, and Homeless & Foster Youth. The Assistant Director of Special Programs will attend professional development to stay current on the law and best practices in all areas. They will collaborate across departments to ensure our at-promise students receive the intervention & overall support they need and deserve. The Assistant Director of Special Programs will supervise the Intervention Specialist(s), Intervention Teachers, and the Intervention Compliance Coordinator.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Employer Requirements:

- Bachelor's Degree
- Two (2) years directly related experience is preferred.
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.
- A valid, current, and appropriate California state teaching credential for teaching staff. A copy of Teaching Credential to be provided and kept current.
- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

Intervention Program Leadership and Oversight:

- Represent and lead the intervention department across the school, providing vision and direction for all intervention programs, including Title I, ELD, MTSS, 504 Plans,, and Homeless & Foster Youth.
- Ensure compliance with federal and California Department of Education (CDE) regulations, specifically related to Title I, Section 504 of the Rehabilitation Act of 1973, and the McKinney-Vento Homeless Assistance Act & Foster Youth Education Rights.
- Supervise all intervention department staff, including the Intervention Specialists and Intervention Teachers, providing guidance, support, and professional development.
- Provides leadership and support to Intervention Specialists, Intervention teachers andTOSAs in the development and delivery of high-quality professional development to school staff.
- Facilitates collaboration between Intervention Specialists, Intervention TOSAs, teachers, administrators, and other stakeholders to support student success.
- Manage Department staff time and expense management and approvals
- Collaborate across all departments (special education, counseling, assessment, elementary, & secondary) to ensure seamless coordination of services and support for students.
- Oversee the implementation of Multi-Tiered System of Support (MTSS) across all grade levels (TK-12).
- Oversee the implementation of programs and services for Homeless and Foster Youth:
    - Ensure school compliance with the McKinney-Vento Homeless Assistance Act & Foster Youth Education Rights per the CDE.
    - Collaborate to provide engaging and relevant professional development for staff on supporting homeless and foster youth.
    - Continually analyze the effectiveness and strength of the program in order to continually refine and improve outcomes for homeless and foster youth.
- Provide support plans for students in response to the Reading Difficulties Screener data.
- Oversee research for quality intervention programs and curricula for at-promise students
- Lead the Intervention participation and PIN process
- Oversee the GATE program, ensuring appropriate services and support for gifted and talented students.

504 Plan Management and Compliance:

- Ensure legal compliance with Section 504 of the Rehabilitation Act of 1973.
- Execute Section 504 law to protect students with disabilities from discrimination.
- Lead the facilitation of the 504 Plan process, ensuring timely and effective implementation.
- Ensure staff are aware of accommodations, tools, and supports assigned to students with 504 Plans.
- Ensure proper documentation and record-keeping of 504 documents.
- Oversee TK-12 504 compliance, including managing student lists, researching and locating 504 plans for new and continuing students, and coordinating testing accommodations.
- Collaborate with Principals on TK-12 academic and high-level 504 issues.
- Oversee Counselor for TK-12 behavioral health 504 assistance.
- Oversee Secondary Intervention Specialist for 7-12 academic 504 assistance.

Data Management and Reporting:

- Oversee Intervention classes/teachers: conduct data analysis for classes and teachers to inform instructional decisions and program improvements.

- Oversee Essentials classes/teachers, analyzing data and making recommendations for additions and modifications.
- Collaborate with the Director of Operations and Accountability on Title I reporting.
- Create, implement, and analyze data for WIN (What I Need) parent surveys to inform program development and improvement.
- Utilize data to inform instructional planning and monitor the effectiveness of academic instruction across all special programs.
- Manage and input Entry/exit codes for students in special programs and processes, including GATE, 504, SST, MKV, and EL.
- Manage TK-12 cumulative records in the next step support process after the Principals review 504, Intervention, McKinney Vento and SST information.

Coordination and Communication:

- Oversee the Intervention Specialists and Intervention Compliance Coordinator.
- Collaborate with the Operations and Accountability department to host SSC (School Site Council) and ELAC (English Learner Advisory Committee) meetings.
- Collaborate with the special education department when students are referred for special education testing.
- Report and present on Intervention and Special Programs at Board meetings as needed.
- Present at Staff Meetings as needed to provide updates and training on intervention programs.
- Communicate with Business Services regarding budget and department purchases
- Collaborates to address staffing needs and participates in the recruitment, selection, onboarding, and training of new staff
- Assist and collaborate on critical school documents: WASC, LCAP, SPSA, board policies, Parent Handbook, ToR Manual, etc…

OTHER DUTIES:

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 1 business day.
- Represent the school at community events.
- Supports testing sites as needed during the testing season.
- Attend professional development.

ABILITIES:

- Complies with all Excel Academy Policies and Procedures as outlined in Employee Handbook and all other formal Excel Academy Policy and Procedure documents.
- Travel as required.
- Ability to work overtime as assigned if applicable.
- Proficient in utilizing information databases such as Google, Microsoft Office applications and a variety of web-based applications.

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds with or without assistance
- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperatures
- Employee must have available transportation and be able to drive up to 100 miles in a day

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Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

EXCEL ACADEMY
A TK-12 Public Charter School

Elementary Principal

Job Description

Reports To:	Director of Education
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Certificated Management Salary Schedule
Work Schedule:	12 months
Location:	Remote Office

POSITION SUMMARY:

The Elementary Principal will serve as the dynamic and strategic instructional leader for grades TK-6, championing a culture of academic excellence and innovation. This pivotal role demands a deep understanding of curriculum development, assessment practices, and effective pedagogical strategies to ensure exceptional student outcomes. The Principal will be responsible for the comprehensive oversight of curriculum research, design, implementation, and evaluation, ensuring alignment with California State Standards and the provision of rich, engaging learning experiences for all students. This leader will empower teachers, foster collaboration, and drive continuous improvement in instructional practices and student achievement. Furthermore, the Principal will play a critical role in academic and assessment initiatives, attendance improvement strategies, and fostering strong parent partnerships.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Five or more years of teaching experience with progressively increasing levels of responsibility in leadership, and mentoring.
- Five years in independent study administration strongly preferred
- Bachelor's degree required; advanced degree preferred
- A valid, current, and appropriate California Administrative Services credential
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years

- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.

Administrators will ensure the charter school's leadership aligns with the California Professional Standards for Education Leaders (CPSEL) in the areas of:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

General Administrator Duties:

- Fosters an inclusive school culture that affirms students and provides educational and social-emotional support.
- Represent the schools at local, county and State meetings, workshops, charter school gatherings and conferences.
- Presence and interaction required at staff meetings, school events, conferences, School Site Council, PAC and other parent meetings as applicable.
- Exercise initiative; understands the needs of the school and takes steps toward meeting those needs with little support and guidance; prevents problems by planning ahead and anticipating outcomes.
- Collaborates with members of the leadership team to set professional goals in relationship to their department.
- Supervises all assigned direct reports and reviews self-assessments evaluations from all direct reports (credentialed and classified); completes employee assessment of direct reports.
- Take a leadership role in the review, writing and revising school policies. Ensure they are clear and legally viable. Facilitate collaboration from administration, submit policies for board approval and ensure proper placement into student handbooks and onto websites.
- Attend and present applicable information for your department at Board of Directors meetings and participate on assigned committees as needed.
- Assist in monitoring legislative changes and how they affect the school. Facilitate building initiatives in response to legislative changes.
- Participates in the WASC accreditation and re-accreditation process; contributes to report(s); provides data relevant to the department.
- Supports the Executive Director in growth initiatives for Excel Academy's expansion into other geographic areas by providing evidence/data based strategic planning advice.
- Stays current on educational laws and trends that pertain to the school.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

Elementary Leadership

- Instructional Leadership and Staff Development:

- Conduct Learning Period Meeting observations to ensure effective instructional delivery, providing constructive feedback, making improvement suggestions, and supporting the professional growth of education staff.
- Conduct written end-of-year staff evaluations, providing comprehensive feedback on performance, identifying areas for growth, and aligning evaluations with school goals.
- Engage parents and staff through intentional and regular communication, overseeing communication across multiple platforms, including scheduled meetings, electronic communication, social media, and the school website.
- Address escalated concerns from parents, educational partners, and the community, facilitating communication, resolving conflicts, and responding to parent complaints in accordance with board policy, escalating to the Director of Education as needed.
- Approve monthly time cards, time off request and submitted expense reimbursement, ensuring accuracy and compliance with school policies.
- Oversee professional development for elementary teachers, ensuring that it is relevant, cohesive, aligned with applicable education laws, and designed to foster teacher engagement and enthusiasm.
- Analyze, review, and address teacher concerns, providing guidance, support, and resources to resolve issues effectively.
- Review, analyze, and update ongoing teacher assessment and development processes, ensuring that they are aligned with best practices and promote continuous improvement.
- Design and implement initiatives to retain teachers, fostering a positive and supportive work environment that aligns with the school's mission and vision, and promotes a growth mindset and intrinsic motivation among staff.
- Oversee Lead Teachers and create groups based on Teacher of Record (ToR) location to facilitate collaboration and communication.
- Collaborate with and support the School Counseling and mental health team leadership, ensuring a coordinated and comprehensive approach to student well-being.

Academic and Assessment Leadership

- Academic Achievement and Assessment:
  - Analyze academic achievement data in elementary programs to identify trends, patterns, and areas of concern, and develop and implement targeted solutions to address problematic areas and improve student outcomes.
  - Work in conjunction with the Assessment department to ensure the successful administration of elementary student assessments, providing support as needed for all students, including Tier 1 students.
  - Oversee the integration of curriculum content into the School Information System (SIS), ensuring accuracy, completeness, and alignment with state standards.
  - Oversee the issuance of Progress Improvement Notifications (PINs) and Notices of Involuntary Withdrawal for students in grades TK-6, ensuring that these processes are implemented fairly, consistently, and in accordance with school policy.
  - Manage the issuance of PIN 3 notifications through email and hard copy, ensuring compliance with established procedures.
  - Oversee the Third-Party Review/Involuntary Withdrawal process for students in grades TK-6, ensuring due process and exploring all possible interventions before

recommending withdrawal.

Operational Leadership

- School Operations and Compliance:
    - Review, analyze, and update department and program processes, identifying areas for improvement and implementing changes to enhance efficiency and effectiveness.
    - Collaborate with the Executive Director and Director of Education on the daily operations of the school, including the development, implementation, and communication of school policies and expectations.
    - Research current education laws, trends, and best practices related to charter schools by attending conferences, participating in training, and engaging with professional associations and development opportunities.
    - Develop school plans and organizational procedures for student health, safety, discipline, and conduct, ensuring compliance with District policies and State law; provide leadership in the implementation of appropriate student discipline, emphasizing restorative practices and alternative solutions when appropriate.
    - Collaborate with members of the leadership team to establish and achieve professional goals that align with departmental and school-wide objectives.
    - Maintain and edit all teacher, student, and parent manuals, ensuring that they are accurate, up-to-date, and accessible to all stakeholders.
    - Collaborate with the leadership team to address staffing needs, participating in the recruitment, selection, onboarding, and training of new staff members.
    - Remain current on the most effective education tools and technologies to facilitate communication and information sharing among teachers, students, and parents.

Parent Relationships

- Proactive Parent Engagement and Communication:
    - Establish and maintain strong, collaborative relationships with parents through various channels, including regular communication with Elementary Teachers, meetings, and events.
    - Address escalated parent concerns promptly and professionally, providing solutions-oriented approaches, documenting interactions, and ensuring follow-through.
    - Develop strategies to engage non-communicative families, fostering a welcoming and inclusive environment that encourages active participation in their child's education.
    - Cultivate and facilitate parent education platforms, such as Parent Summits, Parent Advisory Councils (PACs), and webinars, to empower parents with knowledge and resources to support student success.
    - Implement new initiatives to enhance parent engagement and education, promoting a strong personalized flex based learning partnership.
- Provide administrative support to the GATE program

OTHER DUTIES:

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 1 business day
- The position may require travel and the need to work overtime

ABILITIES:

- Demonstrate flexibility and adaptability in difficult situations and ensure student-focused leadership
- Demonstrate well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Demonstrate strong organizational skills and time management
- Demonstrate openness to differing views and objectives
- Deliver information both orally and in writing in a timely and effective manner
- Protect and maintain confidentiality and security of staff, business, and other confidential and sensitive information
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds and promote a culture of inclusion
- Build a culture where students, parents, and teachers feel valued and served
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus to view text in print materials or electronically

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Primarily indoor work environment
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards:

- Potential physical hazards involved in intervening in altercations and antisocial behavior
- Contact with dissatisfied individuals

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

Elementary Principal
Board Approved: May 2025

Secondary Principal

Job Description

Reports To:	Director of Education
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Certificated Management Salary Schedule
Work Schedule:	12 months
Location:	Remote Office

POSITION SUMMARY:

The Secondary Principal will serve as the dynamic and strategic instructional leader for grades 7-12, championing a culture of academic excellence and innovation. This pivotal role demands a deep understanding of curriculum development, assessment practices, and effective pedagogical strategies to ensure exceptional student outcomes. The Principal will be responsible for the comprehensive oversight of curriculum research, design, implementation, and evaluation, ensuring alignment with California State Standards and the provision of rich, engaging learning experiences for all students. This leader will empower teachers, foster collaboration, and drive continuous improvement in instructional practices and student achievement. Furthermore, the Principal will play a critical role in academic and assessment initiatives, attendance improvement strategies, and fostering strong parent partnerships.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Bachelor's degree required; advanced degree preferred
- A current California Administrative Services credential.
- Five or more years of teaching experience with progressively increasing levels of responsibility in leadership, and mentoring
- Five years in independent study administration strongly preferred
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years

- Valid photo identification

Administrators will ensure the charter school's leadership aligns with the California Professional Standards for Education Leaders (CPSEL) in the areas of:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

General Administrator Duties:

- Fosters an inclusive school culture that affirms students and provides educational and social-emotional support.
- Represent the schools at local, county and State meetings, workshops, charter school gatherings and conferences.
- Presence and interaction required as needed at staff meetings, school events, conferences, School Site Council, PAC and other parent meetings as applicable.
- Exercise initiative; understands the needs of the school and takes steps toward meeting those needs with little support and guidance; prevents problems by planning ahead and anticipating outcomes.
- Collaborates with members of the leadership team to set professional goals in relationship to their department.
- Supervises all assigned direct reports and reviews self-assessments evaluations from all direct reports (credentialed and classified); completes employee assessment of direct reports.
- Take a leadership role in the review, writing and revising school policies. Ensure they are clear and legally viable. Facilitate collaboration from administration, submit policies for board approval and ensure proper placement into student handbooks and onto websites.
- Attend and present applicable information for your department at Board of Directors meetings and participate on assigned committees as needed.
- Assist in monitoring legislative changes and how they affect the school. Facilitate building initiatives in response to legislative changes.
- Participates in the WASC accreditation and re-accreditation process; contributes to report(s); provides data relevant to the department.
- Supports the Executive Director in growth initiatives for Excel Academy's expansion into other geographic areas by providing evidence/data based strategic planning advice.
- Stays current on educational laws and trends that pertain to the school.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

Curriculum and Instruction:

- Proactively researches cutting-edge curriculum options, emerging educational trends, and relevant state laws to inform instructional practices and program development.
- Directs the research, development, and effective implementation of rigorous and engaging

curriculums, programs, and targeted interventions. Ensures Teachers of Record (ToRs) possess the resources and support necessary for high-quality curriculum delivery.

- Defines and implements clear student learning expectations, strategically overseeing curriculum selection and delivery methods to guarantee alignment with California State Standards. Ensures equitable student access to challenging curriculum and enriching extracurricular activities.
- Leads the development and implementation of clear and comprehensive policies for A-G and virtual course offerings, including the management of Advanced Placement (AP) courses, ensuring academic rigor, instructional consistency, and adherence to accreditation standards.
- Oversees the administrative processes related to University of California Online Pathway (UCOP) hybrid course submissions and management, ensuring compliance and facilitating student access to these opportunities.
- Develops and manages a comprehensive master calendar of programs and activities aligned with the school's strategic goals and objectives. Establishes clear deadlines and project expectations for staff to ensure the seamless execution of all school operations.
- Plans and implements informative webinars and training sessions for parents/guardians, providing insights into instructional practices and the implementation of grade-level curriculums to foster understanding and support.
- Develops robust articulation procedures to ensure a smooth and supportive transition for students between 8th grade and high school. Facilitates effective communication and collaborative decision-making among secondary teachers to maximize student and parent support across grade levels.

Academic and Assessment:

- Critically analyzes student assessment data to identify trends and develop targeted growth plans. This includes a thorough review of teaching strategies and curriculum, the implementation of relevant professional development, and continuous monitoring of the school's performance dashboard to drive student learning improvements.
- Developed, planned, and implemented impactful monthly teacher training sessions focused on key areas such as goal setting, formative assessment strategies, and Tier 1 instructional best practices.
- Provides comprehensive data, composes insightful narrative responses, and actively supports the Executive Director in the accurate and timely processing and submission of all required state and federal reports, including the Local Control Accountability Plan (LCAP).
- Ensures thorough teacher training on school-wide expectations for student behavior and actively monitors the consistent implementation of student discipline policies across all grade levels.
- Develops and manages a comprehensive four-year plan observation schedule to ensure consistent monitoring of instructional practices and provide targeted feedback for teacher growth.
- Manages and oversees all continued NCAA training requirements for the School Counseling teams, ensuring compliance and promoting student eligibility.
- Maintains accurate and comprehensive College and Career readiness documentation for the California state dashboard, informing school-wide strategies and interventions.
- Collaborates closely with the high school team to ensure the effective and consistent procedural implementation of final examinations.
- Provides assistance to Guidance Counselors in accessing and analyzing College Board reports to inform student advising and post-secondary planning.
- Attends 504, IEP, and SST meetings as applicable, actively contributing to the development and

implementation of effective support plans. Conducts regular monthly compliance check-ins with relevant general education staff members to ensure adherence to student support mandates.
- Maintains regular communication and collaboration with the Compliance team, providing subject matter expertise and ensuring alignment with all regulatory requirements.
- Responsible for the training and effective implementation of the plagiarism detection service (Turnitin) to promote academic integrity among students and staff.
- Oversees the activities and operations of the National Honor Society, fostering scholarship, leadership, service, and character among high-achieving students.
- Cultivates strong partnerships through intentional and regular communication utilizing multiple platforms, including scheduled meetings, electronic communication, social media, and the school's website. Responds to inquiries from parents and community members promptly and courteously.
- Addresses escalated concerns and facilitates communication to assist the Director of Education in resolving conflict and responding to parent complaints in accordance with board policy.

Attendance:

- Works collaboratively with teachers, students, and parents to implement effective strategies aimed at increasing student attendance rates.
- Ensures that student attendance tracking and reporting practices consistently meet school policy and all applicable state requirements.
- Proactively educates staff, parents, and students on the school's attendance expectations and the importance of consistent attendance for academic success.

OTHER DUTIES:

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 1 business day
- The position may require travel and the need to work overtime

ABILITIES:

- Demonstrate flexibility and adaptability in difficult situations and ensure student-focused leadership
- Demonstrate well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Demonstrate strong organizational skills and time management
- Demonstrate openness to differing views and objectives
- Deliver information both orally and in writing in a timely and effective manner
- Protect and maintain confidentiality and security of staff, business, and other confidential and sensitive information

- Understand and be sensitive to those of culturally and linguistically diverse backgrounds and promote a culture of inclusion
- Build a culture where students, parents, and teachers feel valued and served
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus to view text in print materials or electronically

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Primarily indoor work environment
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards:

- Potential physical hazards involved in intervening in altercations and antisocial behavior
- Contact with dissatisfied individuals

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

Virtual Education Principal

Job Description

Reports To:	Director of Education
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	Certificated Specialist Salary Schedule
Work Schedule:	12 Months
Location:	Remote Office

POSITION SUMMARY:

The Virtual Education Principal provides leadership and oversight for the charter school's virtual education pathway, ensuring the delivery of high-quality online instruction, robust student support services, and effective program management. The Principal collaborates with school leadership, teachers, staff, students, and families to foster a positive and engaging virtual learning environment that promotes student achievement and success.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Bachelor's Degree
- Two (2) years directly related experience is preferred
- Current and Valid California Teaching Credential. Acceptable credentials include: Multiple Subject, Single Subject, Administrative
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations
- lState and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

Program Development and Implementation:

- In collaboration with the General Education Administration, develops, implements, and supports all elements of the Virtual Education Pathway, including program design, curriculum development, and instructional delivery.
- Manages and monitors yearly curriculum to track data for sustainability and student success, utilizing data analysis to inform program improvements and ensure alignment with school goals.
- Conducts research and development of Virtual Pathway curricula, programs, and interventions, identifying and implementing innovative and effective online teaching and learning strategies.
- Prepares courses and curriculum options to be placed in the Student Information System (SIS), ensuring accurate and efficient course scheduling and student enrollment.

Teacher Supervision and Support:

- Oversees and guides Virtual Teachers' performance and work expectations, including goal setting, Teacher Performance Expectation (TPE) development, and the provision of ongoing feedback and support.
- Oversees teacher performance and student academic progress, monitoring student achievement data and providing guidance to teachers on instructional effectiveness and student support.
- Facilitates professional development and training for all new and existing virtual pathway staff on curricula, programs, and interventions, promoting best practices in online instruction and student engagement.
- Oversees Lead Teachers in appropriately supporting peer groups ensuring guidance, resources and support.
- Conducts live virtual teaching observations to ensure effective delivery, make improvement suggestions and support education staff
- Conducts written annual staff evaluations assisting staff through support plans and goal setting
- Manages and oversees EACS substitute teachers, including the process by which to request a substitute teacher, as well as the training of new substitute teachers to ensure continuity of instruction in the virtual setting.
- Holds monthly training/team meetings with relevant virtual path staff to facilitate communication, collaboration, and professional growth.
- Management and approval of time and expense management requests

Student Support and Management:

- Develops and maintains strategic online student behavior policies, promoting a positive and productive virtual learning environment and addressing student conduct issues effectively.
- Issues Progress Intervention Notices (PINs) for virtual students and collaborates with the Teacher to address solutions for improvement, providing targeted support and interventions to meet individual student needs.
- Manages student attendance intervention processes: Issues PIN #1-2 notifications, conducts Attendance Intervention Meetings with students and families, and develops individualized attendance improvement plans.
- Administers PIN #3 protocols: Issues PIN #3 notifications via email and hard copy, ensuring accurate documentation and adherence to district procedures.
- Oversees Third Party Review/Involuntary Withdrawal processes for grades K-8: Coordinates and manages the Third Party Review process, including gathering documentation, facilitating meetings, and making recommendations regarding involuntary withdrawal in accordance with

district policy.
- Collaborates with the Assistant Director of Special Education: Works closely with the Assistant Director of Special Education to ensure the effective implementation of IEP accommodations and modifications, providing support and monitoring student progress.
- Adds new students to the Engagement Calendar in SIS so daily engagement can be tracked, monitoring student participation and attendance in the virtual environment.

Operational and Communication Leadership:

- Creates a master bell schedule for the Virtual Pathway, in collaboration with other departments such as Intervention and SPED, to ensure effective scheduling and coordination of services.
- Creates a virtual calendar of events and deadlines that aligns with the schoolwide calendar, communicating important dates and activities to students, parents, and staff.
- Maintains Virtual Teacher resources folder in Google Shared Drive, organizing and disseminating essential information, materials, and tools to support effective online instruction.
- Sets up, manages, and trains staff on software related to the Virtual Path, including GoGuardian Teacher, TPT, Writing by Design, Xtra Math, and other relevant platforms, to facilitate effective online teaching and learning.
- Works with the Office Manager to either ship or prepare a Chromebook for new/transfer students, ensuring students have the necessary technology to participate in the virtual program.
- Works with IT and supply vendors to curate and distribute grade level school supply kits.
- Manages and maintains educational resources: Maintains and edits all teacher, student, and parent manuals, ensuring accuracy, clarity, and compliance with current policies and procedures.
- Supports staff management and development: Collaborates with the leadership team to address staffing needs, and actively participates in the recruitment, selection, onboarding, and training of new staff members.
- Resolves escalated issues and facilitates communication: Addresses escalated concerns directed to the Director of Educational Services, facilitates effective communication, assists in conflict resolution, and responds to parent complaints in adherence to board policy.
- Manages virtual student enrollment: Manages Virtual Pathway student registrations, closely communicates with Admissions regarding student status, and facilitates student pathway transfers.
- Engages regularly with administration, staff, students, families, and other stakeholders to continuously review and refine existing virtual learning offerings, and to identify needs and drivers of new programs.
- Communicates with school leadership for the purposes of providing administrative support, enhancing program awareness, implementing the program, and resolving conflicts.
- Collaborates with the Education Department on the development of virtual training videos, professional development presentations, and webinars to support online teaching and learning.
- Creates and maintains a fun, engaging, and professional working environment for virtual staff and students, fostering a positive and collaborative online community.
- Integrates Social-Emotional Learning (SEL) strategies into building a healthy student community, promoting student well-being and social development in the virtual setting.
- Maintains ongoing online certification (e.g., Buzz, Google Classroom, Pear Deck, etc.), staying current with online teaching best practices and technology.
- Stays mindful of the larger needs of the school when making recommendations to the principals and sustains the program through a high level of support.
- Utilizes data to inform instructional planning and monitor the effectiveness of academic

instruction, using data to drive decision-making and improve student outcomes in the virtual program.

Excel Teacher Led (ETL) Program Oversight:

- Provide ongoing support, guidance, and mentorship to virtual "Excel Teacher Led" teachers
- Observe and evaluate virtual lessons, providing constructive feedback to enhance instructional practices and student engagement
- Conduct regular check-ins and meetings with teachers to address concerns, share best practices, and provide resources
- Assist teachers in the development and implementation of engaging and effective online lesson plans, activities, and assessments aligned with curriculum standards
- Facilitate professional development opportunities specifically tailored to the needs of virtual teachers
- Support teachers in utilizing various digital tools, resources, and learning management systems (LMS) effectively (e.g., video hosting, discussion forums, interactive whiteboards).
- Ensure alignment of virtual curriculum and instruction with school-wide goals, standards, and best practices in online pedagogy
- Review and provide feedback on curriculum materials, assessments, and instructional strategies used by teachers
- Monitor student progress data and work with teachers to identify trends and implement strategies for improvement
- Ensure consistency in grading policies and feedback practices across virtual classrooms
- Stay informed about current research and best practices in online education
- Serve as a point of contact for escalated student or parent/guardian concerns related to instruction
- Facilitate communication between teachers, parents/guardians, and administrators regarding student progress and program updates
- Monitor student engagement and attendance in virtual classrooms
- Maintain a strong working knowledge of the learning management system (LMS) and other relevant educational technologies used by virtual teachers
- Participate in administrative meetings and contribute to the overall management of the virtual learning program.

OTHER DUTIES:

Any an all other duties assigned by the supervisor including but not limited to:

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Appropriately complete managerial Paycom tasks
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours

- Represent the school at community events
- Supports testing sites as needed during the testing season
- Attend professional development

ABILITIES:

- Complies with all Excel Academy Policies and Procedures as outlined in Employee Handbook and all other formal Excel Academy Policy and Procedure documents
- Travel as required
- Ability to work overtime as assigned if applicable
- Proficient in utilizing information databases such as Google, Microsoft Office applications and a variety of web-based applications

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperatures
- Employee must have available transportation and be able to drive up to 100 miles in a day

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Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

_____	_____	_____
Employee Signature	Printed Name	Date

Exhibit F:
Financial Documents

Budget Assumptions Matrix (2026–27 to 2028–29): Used SSC Financial Projection Dartboard 2025-26 Enacted State Budget (Most recent)

Revenues:

Assumption	2026-27	2027-28	2028-29
Statutory COLA	3.02%	3.42%	3.31%
Attendance Rate (ADA)	98%	98%	98%
Enrollment Increase Projection		3.00%	3.00%
Enrollment	300	309	318

Expenditures:

Assumption	2026-27	2027-28	2028-29
CalSTRS Employer Rate	19.10%	19.10%	19.10%
CalPERS Employer Rate	0.00%	0.00%	0.00%
Step & Column Increase	3.00%	3.00%	3.00%
Average Class Size Ratio	25:1	25:1	25:1
Funds Borrowed from Other EACS Schools	$1,000,000	0	0

Excel Academy Charter Schools - OCDE Proposed Operational Budget

Description	Object Code	2026 - 2027 July 1 Budget Report			2027 - 2028 July 1 Projected Budget			2028 - 2029 July 1 Projected Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. Revenue Limit Sources		0	0							
Local Control Funding Formula Revenue	8011	3,409,836	0	3,409,836	3,647,242	-	3,647,242	3,892,488	-	3,892,488
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0	0	0	-	-	-	-	-	-
Education Protection Act Funding	8012	58,800	0	58,800	60,564	-	60,564	62,328	-	62,328
State Aid - Prior Years	8015-001	0	0	0	-	-	-	-	-	-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0	0	0	-	-	-	-	-	-
County and District Taxes (for rev. limit funded schools)	8040-8079	0	0	0	-	-	-	-	-	-
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0	0	0	-	-	-	-	-	-
Revenue Limit Transfers (for rev. limit funded schools):							-			-
PERS Reduction Transfer	8092	0	0	0	-	-	-	-	-	-
Charter Schools Funding in lieu of Property Taxes	8096	199,468	0	199,468	199,468	-	199,468	199,468	-	199,468
Other Revenue Limit Transfers	8091, 8097	0	0	0	-	-	-	-	-	-
Total, Revenue Limit Sources		**3,668,104**	**0**	**3,668,104**	**3,907,274**	**-**	**3,907,274**	**4,154,284**	**-**	**4,154,284**
2. Federal Revenues										
No Child Left Behind	8290	0	58,720	0	-	59,307	59,307	-	59,900	59,900
Special Education - Federal	8181, 8182	0	49,070	49,070	-	49,561	49,561	-	50,057	50,057
Child Nutrition - Federal	8220	0	0	0	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	0	0	0	-	-	-	-	-	-
Total, Federal Revenues		**0**	**107,790**	**107,790**	**-**	**108,868**	**108,868**	**-**	**109,957**	**109,957**
3. Other State Revenues										
Common Core Funding	8590	0	0	0	-	-	-	-	-	-
Special Education - State	StateRevSE	0	271,992	271,992	-	281,294	281,294	-	290,605	290,605
All Other State Revenues- (Lottery & EIA/EL/FRM Supplement)	StateRevAO	132,938	154,944	287,882	137,485	160,243	297,727	142,035	165,547	307,582
Total, Other State Revenues		**132,938**	**426,935**	**559,873**	**137,485**	**441,537**	**579,021**	**142,035**	**456,151**	**598,187**
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	0	0	0	-	-	-	-	-	-
Total, Local Revenues		0	0	0	-	-	-	-	-	-
5. TOTAL REVENUES		**3,801,042**	**534,726**	**4,335,768**	**4,044,759**	**550,405**	**4,595,163**	**4,296,319**	**566,108**	**4,862,428**
B. EXPENDITURES										
1. Certificated Salaries										
Teachers' Salaries	1100	1,054,891	182,403	1,237,294	1,086,538	187,875	1,274,413	1,194,134	193,511	1,387,646
Certificated Pupil Support Salaries	1200	44,597	119,692	164,289	45,935	123,282	169,218	47,313	126,981	174,294
Certificated Supervisors' and Administrators' Salaries	1300	213,043	92,768	305,811	219,435	95,551	314,985	226,018	98,417	324,435
Other Certificated Salaries	1900	24,836	111	24,947	25,581	114	25,695	26,348	118	26,466
Total, Certificated Salaries		1,337,368	394,973	1,732,341	1,377,489	406,822	1,784,311	1,493,813	419,027	1,912,841
2. Non-certificated Salaries										
Instructional Aides' Salaries	2100	0	31,502	31,502	-	32,447	32,447	-	33,420	33,420
Non-certificated Support Salaries	2200	0	0	0	-	-	-	-	-	-
Non-certificated Supervisors' and Administrators' Sal.	2300	104,534	0	104,534	107,670	-	107,670	110,900	-	110,900
Clerical and Office Salaries	2400	138,233	12,538	150,771	142,380	12,914	155,294	146,652	13,301	159,953
Other Non-certificated Salaries	2900	0	0	0	-	-	-	-	-	-
Total, Non-certificated Salaries		242,768	44,040	286,807	250,051	45,361	295,412	257,552	46,722	304,274
3. Employee Benefits										
STRS	3101-3102	171,027	140,335	311,362	176,158	144,545	320,703	195,767	148,882	344,649
PERS	3201-3202	0	0	0	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	37,125	9,450	46,575	38,239	9,734	47,972	40,473	10,026	50,499
Health and Welfare Benefits	3401-3402	168,333	44,446	212,779	173,383	45,779	219,162	194,584	47,153	241,737
Unemployment Insurance	3501-3502	4,641	1,239	5,880	4,780	1,276	6,057	5,846	1,314	7,161
Workers' Compensation Insurance	3601-3602	6,296	1,867	8,164	6,485	1,923	8,408	7,130	1,981	9,111

OPEB, Allocated	3701-3702	0	0	0	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	0	0	0	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	-	-	-	-	-	-
Other Employee Benefits	3901-3902	21,016	3,429	24,445	21,646	3,532	25,178	22,295	3,638	25,933
Total, Employee Benefits		408,438	200,767	609,204	420,691	206,790	627,480	466,096	212,993	679,090
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	163,738	42,497	206,235	168,651	42,922	211,572	173,710	43,351	217,061
Books and Other Reference Materials	4200	0	0	0	-	-	-	-	-	-
Materials and Supplies	4300	190,720	38,547	229,266	196,442	38,932	235,373	202,335	39,321	241,656
Noncapitalized Equipment	4400	0	0	0	-	-	-	-	-	-
Food	4700	0	0	0	-	-	-	-	-	-
Total, Books and Supplies		354,458	81,043	435,502	365,092	81,854	446,946	376,045	82,672	458,717
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	0	47,631	47,631	-	-	-	-	-	-
Travel and Conferences	5200	18,804	12,227	31,032	18,993	12,350	31,342	19,182	12,473	31,656
Dues and Memberships	5300	17,637	7,929	25,566	17,813	8,008	25,822	17,991	8,088	26,080
Insurance	5400	15,652	0	15,652	15,809	-	15,809	15,967	-	15,967
Operations and Housekeeping Services	5500	0	0	0	-	-	-	-	-	-
Rentals, Leases, Repairs, and Noncap. Improvements	5600	96,596	0	96,596	97,562	-	97,562	98,538	-	98,538
Professional/Consulting Services and Operating Expend.	5800	666,569	27,818	694,387	686,566	28,097	714,662	707,163	28,378	735,540
Communications	5900	49,486	4,621	54,108	49,981	4,668	54,649	50,481	4,714	55,195
Total, Services and Other Operating Expenditures		864,745	100,227	964,972	886,724	53,122	939,846	909,322	53,653	962,976
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual bas										
Land and Land Improvements	6100-6170	0	0	0	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	0	0	0	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	-	-	-	-	-	-
Equipment	6400	0	0	0	-	-	-	-	-	-
Equipment Replacement	6500	0	0	0	-	-	-	-	-	-
Depreciation Expense (for full accrual only)	*6900*	0	0	0	-	-	-	-	-	-
Total, Capital Outlay		0	0	0	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143	0	0	0	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0		-	-		-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	-	-	-	-	-	-
All Other Transfers	7281-7299	0	0	0	-	-	-	-	-	-
Indirect Costs	7350	0	0	0	-	-	-	-	-	-
Debt Service:										
Interest	7438	0	0	0	-	-	-	-	-	-
Principal	7439	0	0	0	-	-	-	-	-	-
Total, Other Outgo		0	0	0	-	-	-	-	-	-
8. TOTAL EXPENDITURES		3,207,776	821,050	4,028,826	3,300,046	793,949	4,093,995	3,502,829	815,068	4,317,897
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		593,266	-286,325	306,941	744,713	(243,544)	501,169	793,490	(248,959)	544,531
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	0	0	0			-			-
2. Less: Other Uses	7630-7699	0	0	0			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-286,325	286,325	0	(243,544)	243,544	-	(248,959)	248,959	-
4. TOTAL OTHER FINANCING SOURCES / USES		-286,325	286,325	0	(243,544)	243,544	-	(248,959)	248,959	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		306,941	0	306,941	501,169	-	501,169	544,531	-	544,531
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a As of July 1	9791	0	0	0	306,941	-	306,941	808,110	-	808,110
b Adjustments to Beginning Balance	9793, 9795			0			-			-
c Adjusted Beginning Balance		0	0	0	306,941	-	306,941	808,110	-	808,110
2. Ending Fund Balance, June 30 (E + F.1.c.)		306,941	0	306,941	808,110	-	808,110	1,352,641	-	1,352,641
Components of Ending Fund Balance (Optional):										
Reserve for Revolving Cash (equals object 9130)	9711			0			-			-
Reserve for Stores (equals object 9320)	9712			0			-			-

Reserve for Prepaid Expenditures (equals object 9330)	9713			0			-			-
Reserve for All Others	9719			0			-			-
General Reserve	9730			0			-			-
Legally Restricted Balance	9740			0			-			-
Designated for Economic Uncertainties	9770	306,941	0	306,941	808,110	-	808,110	1,352,641	-	1,352,641
Other Designations	9775, 9780			0			-			-
Undesignated / Unappropriated Amount	9790	306,941	0	306,941	808,110	-	808,110	1,352,641	-	1,352,641

DATE PREPARED: 12/12/2025

			July Actual	% Bud	August Actual	% Bud	September Actual	% Bud	October Actual	% Bud	November Actual	% Bud	December Actual	% Bud	January Estimated	% Bud	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		July 1 Cash =	1,000,000		848,399		809,280		787,468		718,549		746,324		823,244		810,575		733,907		707,106		630,438		553,770		527,263			
REVENUE																														
LCFF Sources																														
LCFF	8011		-	10.51%	158,898	4.66%	158,898	4.66%	285,744	8.38%	285,744	8.38%	285,744	8.38%	285,744	8.38%	285,744	8.38%	285,744	8.38%	285,744	8.38%	285,744	8.38%	285,744	8.38%	520,341	3,409,836	3,409,836	-
EPA	8012		-		14,412	24.51%	13,812	23.49%	-		-		-		-		-		-		-		-		-		30,576	58,800	58,800	-
State Aid - Prior Year	8019		-		-		-		-		-		-		-		-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096		-	0.00%	-	0.00%	49,867	25.00%	-	0.00%	-	0.00%	49,867	25.00%	-	0.00%	-	0.00%	49,867	25.00%	-	0.00%	-	0.00%	49,867	25.00%	-	199,468	199,468	-
Federal	8100-8299		-	4.61%	2,652	2.46%			-		21,105	19.58%	-		-		-		-		-		-		-		84,033	107,790	107,790	-
State			-																											
Lottery - Unrestricted	8560		-	38.02%					-	32.24%	-		-		-		-		-		-		-		-		-	-	-	-
Lottery - Prop 20 - Restricted	8560		-						-		-		-		-		-		-		-		-		-		-	-	-	-
Other State Revenue	8300-8599		-	2.07%	45,238	8.08%	54,364	9.71%	6,495	1.16%	30,401	5.43%	39,807	7.11%	39,807	7.11%	39,807	7.11%	39,807	7.11%	39,807	7.11%	39,807	7.11%	39,807	7.11%	144,727	559,873	559,873	-
Local			-																											
Interest	8660		-					0.02%	-		-		-		-		-		-		-		-		-		-	-	-	-
AB602 Local Special Education Transfer	8792		-						-		-		-		-		-		-		-		-		-		-	-	-	-
Other Local Revenues	8600-8799		-						-		-		-		-		-		-		-		-		-		-	-	-	-
Total Revenues			$ -		$ 221,200	5.10%	$ 276,941	6.39%	$ 292,239	6.74%	$ 337,251	7.78%	$ 375,418	8.66%	$ 325,551	7.51%	$ 325,551	7.51%	$ 375,418	8.66%	$ 325,551	7.51%	$ 325,551	7.51%	$ 375,418	8.66%	$ 779,678	$ 4,335,768	$ 4,335,768	$ -
EXPENDITURES																														
Certificated Salaries	1000-1999		39,844	2.30%	155,737	8.99%	152,966	8.83%	154,525	8.92%	155,218	8.96%	158,163	9.13%	153,139	8.84%	152,619	8.81%	152,619	8.81%	152,619	8.81%	152,619	8.81%	152,273	8.81%	(0)	1,732,341	1,732,341	-
Classified Salaries	2000-2999		19,359	6.75%	24,006	8.37%	23,776	8.29%	25,440	8.87%	24,579	8.57%	23,231	8.10%	24,522	8.55%	24,379	8.50%	24,379	8.50%	24,379	8.50%	24,379	8.50%	24,379	8.50%	-	286,807	286,807	-
Benefits	3000-3999		28,815	4.73%	44,167	7.25%	51,478	8.45%	50,381	8.27%	36,674	6.02%	37,649	6.18%	75,480	12.39%	56,900	9.34%	56,900	9.34%	56,900	9.34%	56,900	9.34%	56,961	9.34%	(0)	609,204	609,204	-
Books & Supplies	4000-4999		31,835	7.31%	13,152	3.02%	42,549	9.77%	51,781	11.89%	28,351	6.51%	13,065	3.00%	19,075	4.38%	47,121	10.82%	47,121	10.82%	47,121	10.82%	47,121	10.82%	47,208	10.82%	0	435,502	435,502	-
Contracts & Services	5000-5999		31,748	3.29%	23,256	2.41%	27,984	2.90%	79,031	8.19%	64,653	6.70%	66,390	6.88%	66,004	6.84%	121,201	12.56%	121,201	12.56%	121,201	12.56%	121,201	12.56%	121,105	12.56%	(0)	964,972	964,972	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599																										-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900																										-	-	-	-
Other Outgo	7100-7299																										-	-	-	-
Debt Service (see Debt Form)	7400-7499																										-	-	-	-
Total Expenditures			$ 151,601	3.76%	$ 260,319	6.46%	$ 298,752	7.42%	$ 361,158	8.96%	$ 309,476	7.68%	$ 298,498	7.41%	$ 338,220	8.40%	$ 402,219	9.98%	$ 402,219	9.98%	$ 402,219	9.98%	$ 402,219	9.98%	$ 401,925	9.98%	$ (1)	$ 4,028,826	$ 4,028,826	$ -
OTHER SOURCES/USES																														
Other Sources/Contributions to Restricted Programs	8900																										-	-		-
Other Uses	7600																										-	-	-	-
Net Sources & Uses			$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -	$ -	$ -	$ -
BALANCE SHEET		July 1 - Beginning Balances		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489																											-	-	
Accounts Receivable	9210																											-	-	
Prepaid Expenditures	9330																											-	-	
Other Non Current Assets																												-	-	
Accounts Payable	9510																											-	-	
Line of Credit Payments	9640																											-	-	
Deferred Revenue	9650																											-	-	
Other Non Current Liabilities																												-	-	
TOTAL BALANCE SHEET		$ -	$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -				-	
OTHER ADJUSTMENTS (LIST)																												Remaining Balance		
																												-	-	
																												-	-	
																												-	-	
																												-	-	
																												-	-	
																												-	-	
TOTAL OTHER ADJUSTMENTS		$ -	$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -			$ -	$ -	
NET REVENUES LESS EXPENDITURES			$ (151,601)		$ (39,119)		$ (21,811)		$ (68,919)		$ 27,775		$ 76,920		$ (12,669)		$ (76,668)		$ (26,801)		$ (76,668)		$ (76,668)		$ (26,507)		$ 779,678	$ 306,941		
ENDING CASH BALANCE			$ 848,399		$ 809,280		$ 787,468		$ 718,549		$ 746,324		$ 823,244		$ 810,575		$ 733,907		$ 707,106		$ 630,438		$ 553,770		$ 527,263		$ 1,306,941.43			

Ending Fund Bala: $ 306,941

Ending Cash (AC6) plus Ending Total Balance Sheet (AES2) plus Accruals (AC64) should equal Ending Fund Balance $ 1,000,000 **Start up Loan**

Beg Cash +Beg Assets - Beg Liab 1,000,000

Beg FB -

Difference 1,000,000 **Start up Loan**

0

DATE PREPARED: 12/12/2025

			July Actual	% Bud	August Actual	% Bud	September Actual	% Bud	October Actual	% Bud	November Actual	% Bud	December Actual	% Bud	January Estimated	% Bud	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		July 1 Cash =	527,263		1,553,019		1,505,667		1,475,730		1,420,714		1,464,079		1,557,070		1,559,280		1,498,768		1,488,124		1,427,613		1,367,101		1,356,756			
REVENUE																														
LCFF Sources																														
LCFF	8011		383,325	10.51%	169,961	4.66%	169,961	4.66%	305,639	8.38%	305,639	8.38%	305,639	8.38%	305,639	8.38%	305,639	8.38%	305,639	8.38%	305,639	8.38%	305,639	8.38%	305,639	8.38%	173,244	3,647,242	3,647,242	-
EPA	8012		-		-	24.51%	-	23.49%	-		-		-		-		-		-		-		-		-		-	-	-	-
State Aid - Prior Year	8019		-						-		-		-		-		-		-		-		-		-		60,564	60,564	60,564	-
In Lieu Property Taxes	8096		-	0.00%	-	0.00%	49,867	25.00%	-	0.00%	-	0.00%	49,867	25.00%	-	0.00%	-	0.00%	49,867	25.00%	-	0.00%	-	0.00%	49,867	25.00%	-	199,468	199,468	-
Federal	8100-8299		5,019	4.61%	2,678	2.46%			-		21,316	19.58%	-		-		-		-		-		-		-		79,855	108,868	108,868	-
State			-																										-	
Lottery - Unrestricted	8560		-	38.02%					-	32.24%	-		-		-		-		-		-		-		-		-	-	-	-
Lottery - Prop 20 - Restricted	8560		-								-																			
Other State Revenue	8300-8599		11,986	2.07%	46,785	8.08%	56,223	9.71%	6,717	1.16%	31,441	5.43%	41,168	7.11%	41,168	7.11%	41,168	7.11%	41,168	7.11%	41,168	7.11%	41,168	7.11%	41,168	7.11%	137,691	579,021	579,021	-
Local			-																										-	
Interest	8660		-					0.02%	-		-		-		-		-		-		-		-		-		-	-	-	-
AB602 Local Special Education Transfer	8792		-						-		-		-		-		-		-		-		-		-		-	-	-	-
Other Local Revenues	8600-8799		-						-		-		-		-		-		-		-		-		-		-	-	-	-
Total Revenues			$ 400,330	8.71%	$ 219,425	4.78%	$ 276,051	6.01%	$ 312,356	6.80%	$ 358,396	7.80%	$ 396,674	8.63%	$ 346,807	7.55%	$ 346,807	7.55%	$ 396,674	8.63%	$ 346,807	7.55%	$ 346,807	7.55%	$ 396,674	8.63%	$ 451,354	$ 4,595,163	$ 4,595,163	$ -
EXPENDITURES																														
Certificated Salaries	1000-1999		41,039	2.30%	160,410	8.99%	157,555	8.83%	159,161	8.92%	159,874	8.96%	162,908	9.13%	157,733	8.84%	157,198	8.81%	157,198	8.81%	157,198	8.81%	157,198	8.81%	156,841	8.81%	0	1,784,311	1,784,311	-
Classified Salaries	2000-2999		19,940	6.75%	24,726	8.37%	24,490	8.29%	26,203	8.87%	25,317	8.57%	23,928	8.10%	25,258	8.55%	25,110	8.50%	25,110	8.50%	25,110	8.50%	25,110	8.50%	25,110	8.50%	(0)	295,412	295,412	-
Benefits	3000-3999		29,680	4.73%	45,492	7.25%	53,022	8.45%	51,893	8.27%	37,774	6.02%	38,778	6.18%	77,745	12.39%	58,607	9.34%	58,607	9.34%	58,607	9.34%	58,607	9.34%	58,670	9.34%	(0)	627,480	627,480	-
Books & Supplies	4000-4999		32,672	7.31%	13,498	3.02%	43,667	9.77%	53,142	11.89%	29,096	6.51%	13,408	3.00%	19,576	4.38%	48,360	10.82%	48,360	10.82%	48,360	10.82%	48,360	10.82%	48,448	10.82%	1	446,946	446,946	-
Contracts & Services	5000-5999		30,921	3.29%	22,650	2.41%	27,256	2.90%	76,973	8.19%	62,970	6.70%	64,661	6.88%	64,285	6.84%	118,045	12.56%	118,045	12.56%	118,045	12.56%	118,045	12.56%	117,952	12.56%	(1)	939,846	939,846	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599																										-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900																										-	-	-	-
Other Outgo	7100-7299																										-	-	-	-
Debt Service (see Debt Form)	7400-7499																										-	-	-	-
Total Expenditures			$ 154,252	3.77%	$ 266,776	6.52%	$ 305,989	7.47%	$ 367,371	8.97%	$ 315,031	7.69%	$ 303,684	7.42%	$ 344,597	8.42%	$ 407,319	9.95%	$ 407,319	9.95%	$ 407,319	9.95%	$ 407,319	9.95%	$ 407,020	9.94%	$ 0	$ 4,093,995	$ 4,093,995	$ -
OTHER SOURCES/USES																														
Other Sources/Contributions to Restricted Programs	8900																										-	-	-	-
Other Uses	7600																										-	-	-	-
Net Sources & Uses			$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -	$ -	$ -	$ -
BALANCE SHEET		July 1 - Beginning Balances		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489																										-	-		
Accounts Receivable	9210	779,678	779,678	100.00%																							779,678	(0)		Prior Year Transa
Prepaid Expenditures	9330																										-	-		
Other Non Current Assets																											-	-		
Accounts Payable	9510																										-	-		
Line of Credit Payments	9640																										-	-		
Deferred Revenue	9650																										-	-		
Other Non Current Liabilities																											-	-		
TOTAL BALANCE SHEET		$ 779,678	$ 779,678		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -			779,678	(0)	
OTHER ADJUSTMENTS (LIST)																												Remaining Balance		
																											-	-		
																											-	-		
																											-	-		
																											-	-		
																											-	-		
																											-	-		
																											-	-		
TOTAL OTHER ADJUSTMENTS		$ -	$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -			$ -	$ -	
NET REVENUES LESS EXPENDITURES			$ 1,025,756		$ (47,351)		$ (29,937)		$ (55,016)		$ 43,365		$ 92,990		$ 2,210		$ (60,511)		$ (10,644)		$ (60,511)		$ (60,511)		$ (10,345)		$ 451,354	$ 1,280,847		
ENDING CASH BALANCE			$ 1,553,019		$ 1,505,667		$ 1,475,730		$ 1,420,714		$ 1,464,079		$ 1,557,070		$ 1,559,280		$ 1,498,768		$ 1,488,124		$ 1,427,613		$ 1,367,101		$ 1,356,756		$ 1,808,110.15			

Ending Fund Bala $ 808,110

Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance **$ 1,000,000** **Start up Loan**

Beg Cash +Beg Assets - Beg Liab 1,306,941

Beg FB 306,941

Difference 1,000,000 **Start up Loan**

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DATE PREPARED: 12/12/2025

			July Actual	% Bud	August Actual	% Bud	September Actual	% Bud	October Actual	% Bud	November Actual	% Bud	December Actual	% Bud	January Estimated	% Bud	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		July 1 Cash =	1,356,756		2,072,793		2,036,771		2,016,498		1,962,444		2,009,915		2,107,233		2,110,746		2,051,073		2,041,267		1,981,594		1,921,921		1,912,424			
REVENUE																														
LCFF Sources																														
LCFF	8011		409,100	10.51%	181,390	4.66%	181,390	4.66%	326,190	8.38%	326,190	8.38%	326,190	8.38%	326,190	8.38%	326,190	8.38%	326,190	8.38%	326,190	8.38%	326,190	8.38%	326,190	8.38%	184,893	3,892,488	3,892,488	-
EPA	8012		-		15,277	24.51%	14,641	23.49%	-		-		-		-		-		-		-		-		-		32,411	62,328	62,328	-
State Aid - Prior Year	8019		-						-		-		-		-		-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096		-	0.00%	-	0.00%	49,867	25.00%	-	0.00%	-	0.00%	49,867	25.00%	-	0.00%	-	0.00%	49,867	25.00%	-	0.00%	-	0.00%	49,867	25.00%	-	199,468	199,468	-
Federal	8100-8299		5,069	4.61%	2,705	2.46%			-		21,530	19.58%	-		-		-		-		-		-		-		80,653	109,957	109,957	-
State			-																											
Lottery - Unrestricted	8560		-	38.02%					-	32.24%	-		-		-		-		-		-		-		-		-	-	-	-
Lottery - Prop 20 - Restricted	8560		-								-		-		-		-		-		-		-		-		-	-	-	-
Other State Revenue	8300-8599		12,382	2.07%	48,333	8.08%	58,084	9.71%	6,939	1.16%	32,482	5.43%	42,531	7.11%	42,531	7.11%	42,531	7.11%	42,531	7.11%	42,531	7.11%	42,531	7.11%	42,531	7.11%	142,249	598,187	598,187	-
Local			-																											
Interest	8660		-					0.02%	-		-		-		-		-		-		-		-		-		-	-	-	-
AB602 Local Special Education Transfer	8792		-						-		-		-		-		-		-		-		-		-		-	-	-	-
Other Local Revenues	8600-8799		-						-		-		-		-		-		-		-		-		-		-	-	-	-
Total Revenues			$ 426,552	8.77%	$ 247,705	5.09%	$ 303,982	6.25%	$ 333,129	6.85%	$ 380,202	7.82%	$ 418,589	8.61%	$ 368,722	7.58%	$ 368,722	7.58%	$ 418,589	8.61%	$ 368,722	7.58%	$ 368,722	7.58%	$ 418,589	8.61%	$ 440,206	$ 4,862,428	$ 4,862,428	$ -
EXPENDITURES																														
Certificated Salaries	1000-1999		43,995	2.30%	171,964	8.99%	168,904	8.83%	170,625	8.92%	171,391	8.96%	174,642	9.13%	169,095	8.84%	168,521	8.81%	168,521	8.81%	168,521	8.81%	168,521	8.81%	168,153	8.81%	(15)	1,912,841	1,912,841	-
Classified Salaries	2000-2999		20,538	6.75%	25,468	8.37%	25,224	8.29%	26,989	8.87%	26,076	8.57%	24,646	8.10%	26,015	8.55%	25,863	8.50%	25,863	8.50%	25,863	8.50%	25,863	8.50%	25,863	8.50%	0	304,274	304,274	-
Benefits	3000-3999		32,121	4.73%	49,234	7.25%	57,383	8.45%	56,161	8.27%	40,881	6.02%	41,968	6.18%	84,139	12.39%	63,427	9.34%	63,427	9.34%	63,427	9.34%	63,427	9.34%	63,492	9.34%	3	679,090	679,090	-
Books & Supplies	4000-4999		33,532	7.31%	13,853	3.02%	44,817	9.77%	54,541	11.89%	29,862	6.51%	13,762	3.00%	20,092	4.38%	49,633	10.82%	49,633	10.82%	49,633	10.82%	49,633	10.82%	49,722	10.82%	3	458,717	458,717	-
Contracts & Services	5000-5999		31,682	3.29%	23,208	2.41%	27,926	2.90%	78,868	8.19%	64,519	6.70%	66,253	6.88%	65,868	6.84%	120,950	12.56%	120,950	12.56%	120,950	12.56%	120,950	12.56%	120,856	12.56%	(2)	962,976	962,976	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599																										-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900																										-	-	-	-
Other Outgo	7100-7299																										-	-	-	-
Debt Service (see Debt Form)	7400-7499																										-	-	-	-
Total Expenditures			$ 161,869	3.75%	$ 283,727	6.57%	$ 324,254	7.51%	$ 387,184	8.97%	$ 332,730	7.71%	$ 321,270	7.44%	$ 365,209	8.46%	$ 428,394	9.92%	$ 428,394	9.92%	$ 428,394	9.92%	$ 428,394	9.92%	$ 428,086	9.91%	$ (11)	$ 4,317,897	$ 4,317,897	$ -
OTHER SOURCES/USES																														
Other Sources/Contributions to Restricted Programs	8900																										-	-	-	-
Other Uses	7600																										-	-	-	-
Net Sources & Uses			$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -	$ -	$ -	$ -
BALANCE SHEET		July 1 - Beginning Balances		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489																										-	-		
Accounts Receivable	9210	451,354	451,354	100.00%																							451,354	-		
Prepaid Expenditures	9330																										-	-		
Other Non Current Assets																											-	-		
Accounts Payable	9510																										-	-		
Line of Credit Payments	9640																										-	-		
Deferred Revenue	9650																										-	-		
Other Non Current Liabilities																											-	-		
TOTAL BALANCE SHEET		$ 451,354	$ 451,354		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -			451,354	-	
OTHER ADJUSTMENTS (LIST)																												Remaining Balance		
																											-	-		
																											-	-		
																											-	-		
																											-	-		
																											-	-		
																											-	-		
																											-	-		
TOTAL OTHER ADJUSTMENTS		$ -	$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -			$ -	$ -	
NET REVENUES LESS EXPENDITURES			$ 716,037		$ (36,022)		$ (20,272)		$ (54,055)		$ 47,472		$ 97,318		$ 3,513		$ (59,673)		$ (9,806)		$ (59,673)		$ (59,673)		$ (9,498)		$ 440,217	$ 995,885		
ENDING CASH BALANCE			$ 2,072,793		$ 2,036,771		$ 2,016,498		$ 1,962,444		$ 2,009,915		$ 2,107,233		$ 2,110,746		$ 2,051,073		$ 2,041,267		$ 1,981,594		$ 1,921,921		$ 1,912,424		$ 2,352,640.71			

Ending Fund Bala $ 1,352,641

Ending Cash (AC6) plus Ending Total Balance Sheet (AES2) plus Accruals (AC64) should equal Ending Fund Balance **$ 1,000,000** **Start up Loan**

Beg Cash +Beg Assets - Beg Liab 1,808,110

Beg FB 808,110

Difference 1,000,000 **Start up Loan**

0

Exhibit G:
Petitioners Signatures

Signature Page for Teachers

We the undersigned believe that the attached charter for the creation of Excel Academy Charter School - Irvine (the "Charter School") merits consideration and hereby petition the governing board of the Irvine Unified School District to grant approval of the charter pursuant to to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Heidi Gasca	Signed by: 3110C68C22BD4F9...	12/11/2025 | 2:01PM PST
Name	**Signature**	**Date**

The petitioners recognize Heidi Gasca as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Irvine Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Amanda Cooper	DocuSigned by: Amanda Cooper Signed by: 3EB3284EC2C8439...	12/11/2025	Multiple Subject Teaching Credential	714-404-7213
Amanda Haas	Amanda Haas Signed by: F9D419A2E1AE419...	12/12/2025	Multiple Subject CLAD Teaching Credential	949-292-0720
Amy Hitzler	Amy Hitzler Signed by: 7B03822158BD410...	12/11/2025	Multiple Subject Teaching Credential	949-230-9882
Annie Mun	Signed by: B38E30BE1B2F43E...	12/11/2025	Single subject social studies	925-364-4746
Ashley Skalsky	Signed by: 9C262EAC2D424B1...	12/14/2025	Single Subject Credential - English	949-547-9600
Chiara Hawley	Chiara Hawley DocuSigned by: D0310B7B8845466...	12/11/2025	Multiple Subject CLAD teaching cred	949-484-9299
Heather Craven	Heather Craven 558A44BEE12B4EA...	12/12/2025	Multiple Subject CLAD Teaching Credential	657-201-9498

Julie Vasquez	DocuSigned by: Julie Vasquez	12/11/2025	Multiple Subject CLAD Teaching Credential	310-874-3038
Kimberly Platler	DocuSigned by: Kimberly Platler	12/11/2025	Single Subject Teaching Credential - Biology	(562) 373-5606
Theresa Alderson	DocuSigned by: Theresa Alderson	12/12/2025	Multiple Subject Teaching Credential	214-668-3002
Tisha Richardson	Signed by: Tisha Richardson	12/11/2025	Multiple Subject Teaching Credential	949-291-1432
Wendy Pendergraft	DocuSigned by: Wendy Pendergraft	12/15/2025	Single Subject Teaching Credential - Math	657-464-4701

CERTIFICATION OF COMPLETE CHARTER PETITION:

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission: February 2, 2026
- Deadline for public hearing:
- Deadline for granting or denying the charter petition:

Certification

By signing below, I certify as follows:

1. That I am the authorized representative of Excel Academy Charter - Irvine, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Heidi Gasca, Lead Petitioner

Charter School: Excel Academy Charter - Irvine

Signature: Signed by: 3110C68C22BD4F9...

Date: 1/29/2026 | 10:41 AM PST

IRVINE UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Education
05/19/2026 06:30 PM

Irvine Unified School District Administration Center
5050 Barranca Parkway, Irvine, CA 92604
5:30 PM Closed Session / 6:30 PM Regular Meeting

Agenda Excerpt

14. ITEMS OF BUSINESS

a. Resolution No. 25-26-45: Board Decision Regarding the Petition for the Establishment of the Excel Academy Charter School - Irvine - Roll Call

Rationale
The Charter Schools Act of 1992 provides for the establishment and operation of publicly funded charter schools in the State of California. A petitioner for the proposed Excel Academy Charter School - Irvine submitted a charter petition, which was received at the Irvine Unified School District Office on February 2, 2026.

The Board held a Public Hearing on the provisions of the Charter Petition on March 10, 2026, pursuant to Education Code Section 47605(b), to consider the level of support for the Charter Petition by teachers employed by the District, other employees of the District, and parents. The Board is required to either grant or deny the Charter Petition within 90 days of receipt, unless an extension up to 120 total days is mutually agreed upon by both parties.

In reviewing the Charter Petition, the Board is to be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged (Ed. Code § 47605(b).) A governing board shall grant a charter if it is satisfied that granting the charter is consistent with sound educational practice. A governing board shall not deny a petition for the establishment of a charter school unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following:

1. The Charter School presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the Charter petition.
3. The Charter petition does not contain the number of signatures required by Education Code Section 47605(a).
4. The Charter petition does not contain an affirmation of each of the conditions described in Education Code Section 47605(e).
5. The Charter petition does not contain reasonably comprehensive descriptions of all the required elements.
6. The Charter petition does not contain a declaration of whether or not the Charter School shall be deemed the exclusive public employer of the employees of the Charter School for purposes of the Educational Employees Relations Act (EERA).
7. The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school proposes to locate.
8. The District is not positioned to absorb the fiscal impact of the proposed Charter School.

At the May 19, 2026 meeting, the Board may select one of the following options based on the information from the public hearing, independent review of the Charter, and information in the provided Staff Report:

- **Option 1:** Approve the Charter
- **Option 2:** Approve the Charter with conditions – providing a timeline for the District and the Charter school administrators to develop a memorandum of understanding following satisfaction of the conditions
- **Option 3:** Deny the Charter

Based on a thorough review of the petition, for reasons including but not limited to those outlined in the staff report, District staff recommends the Board adopt Option 3 and deny Excel Academy Charter School - Irvine's Petition. Staff has prepared resolutions for each option, recognizing that the ultimate decision-making authority vests with the Board.

IUSD/Parham/Chavez
Board Agenda
May 19, 2026

Attachments

Supporting Documents

- Option 1 - Excel Charter Approval Res 25-26-45
- Option 2 - Excel Charter Conditional Approval Res 25-26-45
- Option 3 - Excel Charter Denial Res 25-26-45

Motion

Adopt Resolution No. 25-26-45, Denying the Charter Petition for Excel Academy Charter School - Irvine.

Motion made by: Connie Stone
Motion seconded by: Lauren Brooks

Voting results: Unanimously Approved
Yes: Lauren Brooks
Yes: Jeff Kim
Yes: Katie McEwen
Yes: Connie Stone
Yes: Cyril Yu

This is to certify that this item was approved by the Board of Education, IRVINE UNIFIED SCHOOL DISTRICT, on 5/19/2026
Cassie Parham
(Secretary of the Board of Education)

OPTION 3

GOVERNING BOARD
OF THE IRVINE UNIFIED SCHOOL DISTRICT
IRVINE, CALIFORNIA

RESOLUTION NO. 25-26-45

DENYING THE CHARTER SCHOOL PETITION FOR EXCEL ACADEMY CHARTER SCHOOL - IRVINE

WHEREAS, pursuant to the Charter Schools Act of 1992 (Ed. Code, § 47605 *et seq.*), the Governing Board of the Irvine Unified School District ("District") is required to review and consider authorization of charter schools; and

WHEREAS, on or about February 2, 2026, the petitioners delivered to the District office a charter petition ("Charter) for the proposed Excel Academy Charter School – Irvine to be operated by Excel Academy Charter Schools, a 501(c)(3) nonprofit corporation. Excel Academy Charter School – Irvine and Excel Academy Charter Schools are referred to herein, individually, collectively, and interchangeably as "Excel" and/or "Charter School; and

WHEREAS, Excel and the District mutually agreed to an extension of time for the District Board to act on the Charter request; and

WHEREAS, a public hearing on the provisions of the Excel Charter was held on March 10, 2026, pursuant to Education Code Section 47605, at which time the District Board considered the level of support for this Charter by teachers employed by the District, other employees of the District, and parents; and

WHEREAS, the Charter proposes a TK-12th grade nonclassroom-based independent study program, starting with 300 students in 2026-2027 and increasing to 348 students by 2030; and

WHEREAS, in reviewing the Charter for Excel, the Governing Board has been cognizant of the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged; and

WHEREAS, the District staff, working with District legal counsel, has reviewed and analyzed pursuant to the standards and requirements in the Charter Schools Act all information received with respect to the Charter and information related to the operation and potential effects of the proposed Excel. Staff's analysis, recommendations, and recommended findings regarding the Charter are set forth in the written Staff Analysis, Recommendations, and Recommended Findings of Fact ("Staff Analysis"), attached hereto as Exhibit "A." As detailed in the Staff Analysis, based on its review and analysis, Staff has recommended that the District Board deny the Charter and adopt the legal and factual findings supporting denial as set forth in the Staff Analysis and this Resolution; and

WHEREAS, in accordance with Education Code Section 47605(b), the Staff Analysis setting forth District Staff's recommendations and recommended findings was published on May 4, 2026, 15 days prior to the District Board's action on the Charter; and

OPTION 3

WHEREAS, in reviewing the Charter for the establishment of Excel, the District Board has been guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged, and the District Board has considered the academic needs of the students the Charter School proposes to serve; and

WHEREAS, the District Board reviewed and deliberated on the Charter pursuant to the standards and procedures set forth in California Education Code Section 47605; and

WHEREAS, the District Board specifically notes that this Resolution does not include findings relative to every defect in the Charter submitted, but it is limited to a few significant issues in the Charter. Not only are the findings set forth herein legally sufficient to support the District Board's denial of the Charter, but also it is imperative, should these petitioners propose another charter, either to the District or elsewhere, that such petition establish that the petitioners themselves have the knowledge, understanding, and expertise necessary both to write an educationally, fiscally, and practically sound charter petition and to open and operate a sound charter school, not just respond directly to findings of this Board; and

WHEREAS, the District Board has fully considered the Charter submitted for the establishment of Excel, the information presented at the public hearing, and the Staff Analysis, including the recommendations and recommended findings supporting denial.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the District Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED, that the District Board hereby adopts and incorporates herein by this reference as though set forth in full herein the Staff Analysis, including the written factual findings and specific facts supporting those findings.

BE IT FURTHER RESOLVED AND ORDERED that the District Board, having fully considered and evaluated the Charter for the establishment of Excel hereby finds that approval of the Charter is not consistent with sound educational practice and the interest of the community in which the Charter School proposes to locate based upon the grounds and factual findings, including each of the facts, findings, and recommendations set forth in the Staff Analysis, which has been incorporated herein in full by reference, and the District Board hereby denies the Charter. Specifically, the District Board denies the Charter and finds that approval of the Charter is not consistent with sound educational practice, based upon the following findings and the factual findings and facts specific to the Charter as set forth in the adopted and incorporated Staff Analysis:

I. The Charter School presents an unsound educational program for the pupils to be enrolled in the charter school. [Ed. Code, § 47605(c)(1).]

II. The petitioners are demonstrably unlikely to successfully implement the program set forth in the Charter. [Ed. Code, § 47605(c)(2).]

III. The Charter does not contain the required number of signatures. [Ed. Code, § 47605(c)(3).]

OPTION 3

IV. The Charter does not contain reasonably comprehensive descriptions of all the elements required by law. [Ed. Code, § 47605(c)(5).]

V. The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school proposes to locate. [Ed. Code, § 47605(c)(7).]

BE IT FURTHER RESOLVED AND ORDERED that the terms of this Resolution are severable. Should it be determined that one or more of the findings and/or the factual determinations supporting the findings is invalid, the remaining findings and/or factual determinations and the denial of the Charter shall remain in full force and effect. In this regard, the District Board specifically finds that each factual determination, in and of itself, is a sufficient basis for the finding it supports, and each such finding, in and of itself, is a sufficient basis for denial.

The foregoing Resolution was considered, passed, and adopted by this Board at its regular meeting of May 19, 2026.

BOARD OF EDUCATION OF THE
IRVINE UNIFIED SCHOOL DISTRICT

By: _____
Jeff Kim
Board President

Attest:

By: _____
Lauren Brooks
Board Clerk

OPTION 3

STATE OF CALIFORNIA)
) ss
COUNTY OF ORANGE)

I, Lauren S. Brooks, do hereby certify that the foregoing is a true and correct copy of Resolution No. 25-26-45, which was duly adopted by the Board of Education of the Irvine Unified School District at a meeting thereof held on May 19, 2026, and that it was so adopted by the following vote:

AYES:	Members Brooks, Kim, McEwen, Stone, and Yu
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

By: Lauren S Brooks
Lauren Brooks
Board Clerk

56884764.4/005495.00629

OPTION 3

EXHIBIT A

[INSERT STAFF ANALYSIS]

May 15, 2026

VIA ELECTRONIC MAIL
boardmembers@iusd.org

Jeff Kim, President
Board of Education
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92604

Re: Response to Irvine Unified School District's Staff Analysis, Recommendations, and Recommended Findings of Fact Regarding Petition to Establish Excel Academy Charter - Irvine

Dear Dr. Kim and IUSD Board Members,

Excel Academy Charter Schools (or "Excel") is in receipt of the Irvine Unified School District's ("IUSD" or the "District") Staff Analysis, Recommendations, and Recommended Findings of Fact ("Staff Report") Regarding its Petition (the "Petition") to Establish Excel Academy Charter School - Irvine (the "Charter School" or "Excel-Irvine"). We appreciate the efforts of IUSD staff and their thorough consideration of Excel's Petition.

We write to address alleged deficiencies in the charter petition identified in the Staff Report. As discussed below, Excel-Irvine has clearly demonstrated that it meets the criteria for establishment of a charter school within a school district as reflected in Education Code Section 47605. Among other required components, the Petition presents a sound educational program, and it contains reasonably comprehensive descriptions of all the required elements. Furthermore, permitting the establishment of the Charter School is consistent with sound educational practice and the interests of the community. Therefore, we ask that the Board exercise judgement independent from District staff, approve Excel's Petition and allow for the establishment of Excel Academy Charter School - Irvine.

I. Response to Findings and Alleged Deficiencies in the Staff Report

a. The Petition Presents a Sound Educational Program

The Petition presents a sound educational program for the pupils who are to be enrolled in the Charter School. Specifically, the Petition proposes a highly individualized, standards-aligned educational program supported by credentialed teachers, and a robust system

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Phone: 949-387-7822 Fax: 949-209-2689 Website: excelacademy.education

of student support and meaningful family partnerships. Furthermore, the educational program is based on a model that has been successfully implemented in multiple California Distinguished Schools. Yet, page 4 of the Staff Report indicates that "the description of Excel's educational program fails to present a sound educational program" based on several alleged deficiencies and concerns. We address these issues and provide a rebuttal to the Staff Report's claims below.

Academic Performance of Other Excel Charter Schools

Pages 4 and 5 of the Staff Report address selective academic performance data points from other schools in the Excel Academy Charter Schools network and labels them "academic performance issues at its existing schools." One example of this is that the Staff Report notes that sixth grade (only) students enrolled for three-plus years at an Excel charter school have an average Math DFS of -17, while those enrolled for fewer than three years have an average DFS of -6. The Staff Report states that "[t]he lower performance of the network's continuously enrolled students compared to newer enrollments is not explained and indicates there is a decline in student academic achievement over time enrolled in Excel schools." (Staff Report, Page 4).

As a preliminary matter, the only petition before IUSD is Excel-Irvine. The Staff Report must be limited to that charter petition. Excel is not required to provide an explanation regarding every unique academic data point that applies to the charter schools within its network. Although the Staff Report states, "those concerns are not addressed or alleviated by the description in the Charter," this does not align with the statutory requirement. The Petition must present a sound educational program for the pupils to be enrolled in the Charter School. It does not have to address each small variance in achievement across its charter school network.

To be clear, the results observed in the 6th grade students' Math performance appear to be isolated to a specific cohort and do not reflect broader trends or replicated patterns across other grade levels in Math and English Language Arts. If long-term enrollment were contributing to declining achievement, we would expect to see similar patterns more broadly throughout the Excel network. However, this slight decline appears to be an isolated anomaly within an otherwise positive longitudinal trend for continuously enrolled students.

Similarly, the Staff Report highlights a difference in the percentage of students, at another school in the Excel network, who met or exceeded standards for English Language Arts (75.87%) versus the percentage of students who met or exceeded standards for Math (55.17%). The Staff Report then accuses, "the Charter does not include specifics of a plan to close that gap." Here, we must reiterate that the District staff is again failing to apply the statute correctly. Under Education Code Section 47605, there is no requirement that the petition address small variations in performance across academic indicators at a completely different school. Furthermore, this school, Excel Academy Charter, authorized by Helendale Elementary School District ("Excel-Helendale"), outperformed both the state and its authorizing district, in Math and English. In fact, its Math Distance from Standard ("DFS") score was roughly 32.5 points higher than both the state and the Helendale Elementary School District in 2025. Thus, Excel-Helendale is an excellent example of Excel's history of establishing successful

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nonclassroom-based charter schools where students regularly outperform their peers, statewide, on the academic indicators by a significant margin.

Finally, the Staff Report notes that under the Dashboard's College/Career indicator, 63.6% of the Class of 2023 and 37.5% of the Class of 2024 for Excel-Helendale and 43.2% of the Class of 2023 and 52.4% of the Class of 2024 for Excel Academy Charter School, authorized by Warner Unified ("Excel-Warner"), were deemed "Not Prepared" on the College and Career Dashboard Indicator. It further claims the Petition "fails to explain these concerning statistics…" However, the data cited by the District shows that Excel-Helendale achieved a 30.2% increase from 2024 to 2025 in the percentage of students deemed prepared under the College/Career indicator. In 2025, Excel-Helendale achieved the second-highest performance tier, Green, on the College/Career indicator, outperforming the state by 16 percentage points. This indicates a remarkable single-year improvement in ensuring students are prepared for College/Career. Additionally, Excel-Warner also achieved Green performance-level status on the College/Career indicator for 2025. Accordingly, **none of these so-called "academic performance issues" at other Excel charter schools support a finding that the Petition fails to present a sound educational program**.

Instructional Elements

Excel provided extensive information regarding the instructional elements of its education program throughout the Petition. Yet, the Staff Report claims Excel failed to: (1) detail the specific instructional strategies used to deliver the core curriculum through its non-classroom based model; (2) explain how Excel would verify the quality of instruction at home and/or what supports are available for instructional assistance to parents; (3) identify the specific objective rubrics teachers would use to ensure that work assigned to an independent study student equates to a full day of instruction; or (4) provide an academic calendar and information on instructional minutes. To the contrary, the Petition addresses each of these elements as described below.

The Petition indicates that Excel delivers curriculum through a "flex based personalized learning independent study model encompassing direct and online instruction, textbooks, project based learning and hands on experiences." (p. Page 26). Further descriptions of the instructional strategies throughout the Petition are listed below.

- Personalized Learning Plans: Developed collaboratively by credentialed teachers, parents, and students (pp. 5, 27–32).
- Virtual Pathway: Structured live online instruction and daily direct instruction (pp. 5, 28).
- Targeted Support: Differentiated instruction, interventions, and MTSS supports (pp. 18–21, 36–40).
- Experiential Learning: Project-based, hands-on, and experiential opportunities (pp. 15, 24, 27–29).
- Small-Group & Adaptive: Synchronous instruction, tutoring, and programs like Lexia/i-Ready (pp. 18–20, 37–40).

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Regarding instructional quality, Pages 5-6 of the Petition describe how a credentialed Teacher of Record will work closely with families to design an individualized learning plan and monitor progress by utilizing formative and benchmark assessments, work samples, and state data. There will also be regular learning plan meetings and parent-teacher communication. The Charter School will also have weekly progress monitoring and a Multi-Tiered System of Supports ("MTSS") intervention system in place to track progress. Also, page 6 of the Petition states, "[w]hile students are encouraged to be independent learners, Excel Academy provides extensive support and development of the home educator, thus not expecting young learners to be independently responsible for their growth and progress." For parents who may need additional support or instructional assistance, the Charter School offers the following:

- Parent Academy training and webinars (p. 6)
- Targeted small-group meetings where teachers conduct deep dives into specific curricula and allow home educators to develop effective instructional strategies, proper pacing and other practices in order to build confidence as they teach their children at home. (p. 6)
- Teachers utilize adaptive programs such as Lexia and i-Ready which are leveled to each student's needs. These programs can help parents and teachers identify any progress issues or learning gaps students may be experiencing. (pp. 18-19)
- The Charter School works to identify students needing assistance through adequate progress monitoring via work samples and assessments. (pp. 38, 105)
- When students struggle, they are supported through Student Success Team meetings and the MTSS process (p. 39)

The Petition also goes into detail regarding the tools used to assess sufficient instructional progress. As discussed on page 5 of the Petition, Learning Period meetings are critical because they are used to review work, document progress, evaluate assignments, and confirm sufficient academic progress for attendance. This ensures students are provided with a sufficient workload and that they are making progress. Additional objective measures and evaluation tools include:

- Pacing guides used to monitor student progress and keep students on task (p. 105)
- High school rubrics used by teachers to evaluate secondary student work (p. 105)
- Review of authentic work products: quizzes, tests, writing samples, portfolios, etc. (p. 105)
- Formative/benchmark assessments, adaptive diagnostics, and teacher observations (pp. 38, 105)

The Staff Report criticized Excel for "not explain[ing] how the Charter School would document and report instructional minutes to ensure compliance with legal requirements for non-classroom-based models." This indicates a fundamental misunderstanding of the law. While traditional schools must offer a specific number of instructional minutes to all students, independent study charter schools are not bound by those same requirements. In accordance with Education Code Section 51747.5, non-classroom based schools must document attendance through a two-pronged system: a) daily engagement in educational activities and b) completion of assigned work (time value of work product). Page 35 of the Petition states:

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> Each learning period, the Teacher will review the student's completed assignments and will assign the correlating amount of attendance that matches the student's daily engagement in an educational activity. The Teacher will assign learning and evaluate that learning based on the individual ability and needs of the student. The Teacher will work with the parent/guardian and student to plan out the appropriate amount of work for both attendance purposes and in order to support the student in meeting or exceeding standards as well as achieving personal goals.

Additionally, the Petition indicates that the Charter School will operate, at minimum, for 175 days of instruction. During the school year, the following methods are used to verify and monitor student instructional time and attendance:

- Teachers of Record review assignments and assign attendance based on engagement (p. 34)
- Individualized pacing and work volume is determined, collaboratively, with families. (pp. 34, 105)
- Progress and attendance is documented in the Student Information System and reviewed at Learning Period meetings (p. 105)
- Continuous review of authentic work products to monitor progress and engagement (p. 105)

High School Graduation Requirements

District staff concluded that the Charter School's high school graduation requirements were not fully defined in the Petition. (Staff Report, p. 5). However, page 8 of the Petition clearly explains the specific graduation course requirements applicable to the Charter School. The list includes courses that also fulfill the high school graduation requirements applicable to students in traditional public schools. The Staff Report warns Excel-Irvine that modifying its graduation requirements would require a material revision to the Petition. (Staff Report, p. 5). However, assuming that the Charter School would modify its graduation requirements after approval of its Petition is pure speculation.

Therefore, as discussed above, the Staff Report's concerns regarding the instructional elements of the Charter School's education program are factually and legally insufficient to support a finding that the Petition presents an unsound educational program.

Special Education

The Staff Report alleged that the Petition: (1) did not adequately detail how the Charter School would guarantee a Free Appropriate Public Education ("FAPE") in the least restrictive environment for students with moderate-severe disabilities, given that instructional delivery relies on parental capacity; and (2) does not describe how Individualized Education Programs ("IEPs") requiring full-day instruction or in-person related services are supported through Excel-Irvine's virtual program.

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The Charter School ensures each student is guaranteed FAPE by providing a full continuum of professional supports, ensuring that parents are never solely responsible for core instruction without intensive specialist support. The Petition notes that a full continuum of interventions and services are available at the Charter School, including the provision of information to teachers and parents and guardians regarding the process of referring a student to the Special Education Department. (pg. 40). Students with special education services receive personalized support from appropriately credentialed special education staff. (Petition, pg. 44). Parents are supported by case managers with active credentials for extensive support needs. (Petition, pg. 44). This equates to intensive support and consultation to supplement direct instruction. Parents are not left to "figure out" and deliver core instruction alone.

Furthermore, the Charter School will ensure that the independent study setting is the least restrictive environment and the appropriate place to make progress by regularly reviewing student assessment data to identify students who may need interventions, accommodations or special education services. (Petition, pp. 44-45). If a full-day program is required for a special education student, these programs are sought through local districts, a nonpublic school, or county programs through a Memorandum of Understanding. In-person services are provided by internal specialists or certified non-public agencies. The IEP team considers, among other things, the setting, format and frequency of services necessary for the student's progress. Excel-Irvine comprehensively described and addressed these key elements of its special education program throughout the Petition. (Petition pp. 43-51). Therefore, the Staff Report's alleged concerns are unwarranted and do not support a finding that the educational program is unsound.

Assessment & Student Outcomes

The Staff Report claims that the Petition makes vague references to assessment and monitoring tools without providing specific, measurable information or targets for growth. (Staff Report, p. 6). However, the Petition describes comprehensive assessment tools that will be used by the Charter School for universal screening, intervention placement, and MTSS support. Those tools include the California Assessment of Student Performance and Progress (p. 6), i-Ready Diagnostics (pp. 98-99), formative assessments and pacing reviews (p. 105), work samples and teacher assessments (p. 105), and progress monitoring systems (pp. 35-40). The Petition also provides specific measurable outcomes and metrics such as increased CAASPP proficiency rates, reduction in "standard not met" levels, Dashboard and Benchmark improvement, and higher attendance and graduation rates (pp. 63-75). Considering that the Charter School does not yet exist, it would be premature to set arbitrary percentage-based targets for growth that are not tied to actual enrollment demographics or historical student academic performance. The Petition does provide a reasonably comprehensive description of the methods of assessment and expected pupil outcomes. Therefore, the District's concerns do not support a finding that the educational program is unsound.

b. Excel is not Demonstrably Unlikely to Successfully Implement the Educational Program

The Staff Report claims that, based on the alleged deficiencies with the educational program, Excel is unlikely to successfully implement it. However, as detailed above, the

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concerns raised by District staff are insufficient to support the finding that the Petition presents an unsound educational program. Therefore, this assertion is also unfounded.

c. The Petition Contains the Number of Signatures Required by Education Code Section 47605(a).

In accordance with the legal requirement, Excel-Irvine provided the signatures of 12 meaningfully interested teachers based on its proposed first-year enrollment. The Staff Report claims that these signatures are invalid solely because the interested teachers are currently employed at other Excel charter schools. (Staff Report, p. 6). However, the statute does not require that the signatures come from unemployed teachers, or teachers outside of a particular charter school network. The teachers freely and intentionally provided their signatures, and they understood that signing the document represented that they were meaningfully interested in teaching at Excel-Irvine. Many individuals are excited about the prospect of being a founding teacher in a new charter school. Therefore, the requirement was legally satisfied. Any assumptions made as to teacher workload or over-assignment of teachers are purely speculative, and therefore an impermissible basis for denial of the charter petition. Furthermore, if an Excel teacher wants to transfer to a new school, there are procedures in place that allow for such transfer.

d. The Petition Contains Reasonably Comprehensive Descriptions of all the Elements Required by Law

Excel-Irvine provided reasonably comprehensive descriptions of all of the elements required by Education Code Section 47605(c)(5) for an establishment charter petition. However, the Staff Report points to several elements as failing to meet the reasonably comprehensive standard. First, it lists the Educational Program, Measurable Pupil Outcomes, and Method for Measuring Pupil Progress, as not reasonably comprehensive based on its concerns that we addressed above. It then incorporated those concerns by reference. Next, it identified other elements as not reasonably comprehensive. We address those elements below.

Governance Structure

The District takes issue with the Petition's proposed board of directors because it will consist of three members. (Staff Report, p. 8). To be clear, no law establishes the Board size of a nonprofit public benefit corporation, except that the corporation must have at least one Board member at all times. IUSD's opinion about Board size is not a written factual finding for denial, and is therefore an impermissible reason to deny the charter petition.

Additionally, District staff took issue with the Petition not directly stating that any District representative on the board would be exempt from key provisions applicable to other Board members. The inclusion of such a statement goes exceeds any definition of reasonably comprehensive. It would also be redundant; it is self-evident that only the District can select or remove its representative. Nevertheless, Excel affirms, again, that it will comply with Education Code Section 47604(c), and not require the District representative to be subject to the appointment, removal, and term provisions applicable to other directors.

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The Governance section of the Petition did erroneously include a brief sentence that mentioned the "fifth year of operation" of the nonprofit. This was an error and should have been deleted from that paragraph. Additionally, District staff believed the Petition conflated the Superintendent's duties with the duties of the Board. (Staff Report, p. 8). However, the Petition simply stated that the Board would work with the Superintendent to fulfill the Board's major responsibilities. The charter then provided a list of those duties. (Staff Report, p. 108). Stating that the Board would work cooperatively with the Superintendent does not indicate that there is no delineation of Board duties. Accordingly, none of the governance issues raised in the Staff Report establish that this element is not reasonably comprehensive.

Admission Policies and Procedures

In the Staff Report, the District requests a Memorandum of Understanding ("MOU") that details precisely how the "siblings of students admitted to or attending the Charter School" admission preference would be implemented in a manner that would not negatively impact students who were already drawn for admission in earlier rounds of the same public random drawing. Excel-Irvine affirms that no student who applies after the open enrollment deadline would be admitted before any student who timely applied for admission. Excel has developed procedures to ensure that the sibling preference is applied fairly and in a way that will not negatively impact students drawn in a prior round, and we are happy to enter into an MOU to the District to address those concerns.

Independent Financial Audits

The Petition provides a reasonably comprehensive description of the procedures related to Independent Financial Audits. (Petition, p. 136). The Petition states that the Board of Directors shall report to the District regarding how the audit exceptions and deficiencies have been or will be resolved to the District's satisfaction along with an anticipated timeline for the same. (Petition, p. 136). However, the District takes exception to a single statement in that section that provides for the use of dispute resolution if there is a dispute as to the resolution of the audit exceptions and deficiencies. We acknowledge that we cannot bind the District to these dispute resolution procedures, with regard to IUSD's satisfaction as to addressing audit deficiencies. However, the inclusion of this sentence does not justify a finding that the description is not reasonably comprehensive. Therefore, the District's claim is an impermissible basis to deny the charter petition.

Closure Procedures

Excel acknowledges that it did not include the updated language pursuant to the CalSTRS Employer Directive 2026-1 which went into effect approximately four weeks prior to submission of the establishment Petition. However, it provides assurances to the District that it will comply with the new requirements. Furthermore, the Articles of Incorporation have been updated to provide that upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury

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Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof.

e. The Charter School is Not Demonstrably Unlikely to Serve the Interests of the Entire Community in Which the School Proposes to Locate

The Staff Report asserts that Excel-Irvine is demonstrably unlikely to serve the interests of the entire community in which the Charter School proposes to locate because the District already offers similar educational programming that would be undermined by the presence of Excel-Irvine, and the negative fiscal impact on the District will be substantial. While the Charter School's proposed educational program has some overlap with the educational offerings provided by the District, this will not prevent it from benefiting the community because its target population is students and families who have already chosen not to enroll in a District school. It targets those families who seek an alternative to the traditional classroom setting, or IUSD's independent study offerings, and who wish to have an instructional experience with home educator development, flexibility, strong relationships, and frequent communication between teachers, students, and families.

Regarding impact on the District, Excel's fiscal impact has already occurred, given that other Excel charter schools enroll students who already reside in the District's boundaries. Additionally, IUSD would receive oversight fees of 1-3% on students it does not serve, along with the cost reductions that naturally come from not serving a student. Therefore, neither the overlap of some educational offerings nor the fiscal impact serves as a lawful basis for finding that the Charter School is demonstrably unlikely to serve the interests of the entire community.

f. The Charter School is Willing to Enter Into A Memorandum of Understanding to Address the District's Concerns Regarding the Petition's Civil Liability and Insurance Provisions

In the section titled "Miscellaneous" in the Petition, Excel stated the Charter School's intent to enter into an MOU with the District that outlined the relationship between Excel-Irvine and the District. (Petition, p. 175). Excel listed several proposed subjects with a heading stating the MOU "may include, but not be limited to, the following…" The list included "mutual indemnification from loss" as a bullet point. The Petition clearly states that this was listed for possible inclusion in the MOU. However, as represented in the Staff Report on page 11, we understand and accept that the District would not permit the inclusion of a mutual indemnification provision in any future MOU. We do not object to this position and look forward to establishing terms within the MOU that are acceptable to all parties.

In the section titled "Insurance" Excel briefly listed Commercial General Liability, Commercial Auto Liability, Worker's Compensation, Property and Fire, and Errors and Omissions as the types of insurance it would maintain if authorized by the District. (Petition, p. 171). It further stated that all insurance requirements would be specified in the MOU between

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Excel-Irvine and the District. However, the Staff Report found the list to be inadequate and indicated that if approved, it would require the Charter School to enter into an MOU that ensures the types and amounts of insurance coverage held by the Charter School would comply with the District's risk management standards. The Charter School does not object to this requirement and reiterates its willingness to enter into the MOU under the consultation of legal counsel.

II. Request to Approve Petition

For the reasons discussed above, Excel requests approval of its Petition to establish Excel- Irvine. We look forward to our opportunity to address any issues or concerns the Board may have at our hearing on May 19, 2026. Should you have any further questions regarding our Petition, please do not hesitate to contact me at hgasca@excelacademy.education or 949.412.3122.

Sincerely,

Heidi Gasca

Heidi Gasca,
Superintendent & Chief Executive Officer

4917-0996-3179, v. 1

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May 22, 2026

Via Hand Delivery

Stefan Bean, Superintendent
Orange County Department of Education
200 Kalmus Drive
Costa Mesa, CA 92626

Re: Excel Academy Charter School – Irvine Charter Petition Appeal to the Orange County Board of Education

Dear Dr. Bean:

Excel Academy Charter School - Irvine's (the "Charter School") charter petition was submitted to Irvine Unified School District ("IUSD" or the "District") on February 2, 2026. The IUSD Board of Education voted to deny the petition on May 19, 2026.

The Charter School respectfully submits its charter petition to the Orange County Board of Education (the "County"). We have listed below the relevant and appropriate changes to the charter petition, which are necessary to reflect approval by the County.

1. **Chartering Authority**

Any text referring to the Irvine Unified School District, IUSD, or the District as the chartering authority would be revised to read "Orange County Board of Education," "Orange County Department of Education," "OCBOE," "OCDE," or the "County."

2. **Compliance with County Board Policy and Memorandum of Understanding**

Any language inconsistent, or potentially inconsistent, with the County's charter school board policy or the charter school Memorandum of Understanding will be discussed among the parties to agree to a cure. The Charter School affirms compliance with both, if authorized by the County.

Additionally, the Charter School affirms: no changes to its governing board or leadership have occurred since the District denied the charter; no changes to the enrollment projections or operational budget have occurred since the District denied the charter; no changes to the proposed physical facilities have occurred since the District denied the charter; any clarifications needed to address alleged deficiencies noted in the District Board's written factual findings are included in the Charter School's response to the District's findings for denial of the charter; and the Charter School has not identified any specific clarifications necessary to address the evaluation criteria established by the County's Board Policy and any implementing procedures or administrative regulations that may differ from the District governing board.

We will make every effort to submit any supplemental documentation that the County may request in a timely manner. We look forward to working with the County Board and the Orange County Department of Education during consideration of the charter petition. Please feel free contact me at hgasca@excelacademy.education or (949) 412-3122 if you have any questions.

Sincerely,

Heidi Gasca

Heidi Gasca Superintendent/CEO

CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

***California Code of Regulations,* Title 5, Section 11967(b)(3)**

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education or the State Board of Education. See Education Code Section 47605(k)(1). The State Board of Education has adopted regulations implementing the provisions of Section 47605(k)(1). See Title 5, California Code of Regulations Section 11967 (5 CCR Section 11967).

Education Code Section 47605(k)(1)(A)(i) requires that a charter school petition that has been previously denied by a school district must be received by the County Board of Education not later than 30 calendar days after the denial. In addition, 5 CCR Section 11967(b)(3) requires the charter petitioner to provide a "signed certification stating that petitioner(s) will comply with all applicable law" when submitting the denied petition to the County Board of Education.

The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;

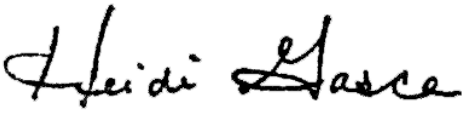
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;

3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and

4. That the charter petitioner(s) and the charter petition are in compliance with applicable law.

Name: Heidi Gasca, Lead Petitioner

Date: May 22, 2026

Signature: 

School Name: **Excel Academy Charter School - Irvine**

Exhibit G:
Petitioners Signatures

Signature Page for Teachers

We the undersigned believe that the attached charter for the creation of Excel Academy Charter School - Irvine (the "Charter School") merits consideration and hereby petition the governing board of the Irvine Unified School District to grant approval of the charter pursuant to to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Heidi Gasca	Signed by: 3110C68C22BD4F9...	12/11/2025 | 2:01PMPST
Name	**Signature**	**Date**

The petitioners recognize Heidi Gasca as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Irvine Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Amanda Cooper	DocuSigned by: Amanda Cooper Signed by: 3EB3284EC2C8439...	12/11/2025	Multiple Subject Teaching Credential	714-404-7213
Amanda Haas	Amanda Haas Signed by: [illegible]	12/12/2025	Multiple Subject CLAD Teaching Credential	949-292-0720
Amy Hitzler	Amy Hitzler Signed by: 7B03822158BD410...	12/11/2025	Multiple Subject Teaching Credential	949-230-9882
Annie Mun	Signed by: B33E30BE1B2F43E...	12/11/2025	Single subject social studies	925-364-4746
Ashley Skalsky	Signed by: 9C262EAC2D424B1...	12/14/2025	Single Subject Credential - English	949-547-9600
Chiara Hawley	Chiara Hawley DocuSigned by: [illegible]	12/11/2025	Multiple Subject CLAD teaching cred	949-484-9299
Heather Craven	Heather Craven 558A44BEE12B4EA...	12/12/2025	Multiple Subject CLAD Teaching Credential	657-201-9498

Julie Vasquez	DocuSigned by: Julie Vasquez	12/11/2025	Multiple Subject CLAD Teaching Credential	310-874-3038
Kimberly Platler	DocuSigned by: Kimberly Platler	12/11/2025	Single Subject Teaching Credential - Biology	(562) 373-5606
Theresa Alderson	DocuSigned by: Theresa Alderson	12/12/2025	Multiple Subject Teaching Credential	214-668-3002
Tisha Richardson	Signed by: Tisha Richardson	12/11/2025	Multiple Subject Teaching Credential	949-291-1432
Wendy Pendergraft	DocuSigned by: Wendy Pendergraft	12/15/2025	Single Subject Teaching Credential - Math	657-464-4701

CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

California Code of Regulations, **Title 5, Section 11967(b)(3)**

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education or the State Board of Education. See Education Code Section 47605(k)(1). The State Board of Education has adopted regulations implementing the provisions of Section 47605(k)(1). See Title 5, California Code of Regulations Section 11967 (5 CCR Section 11967).

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The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;

2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;

3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and

4. That the charter petitioner(s) and the charter petition are in compliance with applicable law.

Name: Heidi Gasca, Lead Petitioner

Date: May 22, 2026

Signature: Heidi Gasca

School Name: **Excel Academy Charter School - Irvine**

USB Drives delivered 5-26-26 FV

Felipe Vasquez Received 5-22-26 3:55PM

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