

Excel Academy Charter School - Warner

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Excel Academy Charter School - Warner
Street	1 Technology Dr., i-811, Irvine, CA 92618
City, State, Zip	Irvine
Phone Number	949-387-7822
Principal	Jennifer Craig, Director
Email Address	jcraig@excelacademy.education
School Website	https://www.excelacademy.education/
County-District-School (CDS) Code	California

2022-23 District Contact Information

District Name	Excel Academy Charter School - Warner
Phone Number	949-387-7822
Superintendent	Heidi Gasca, Executive Director
Email Address	hgasca@excelacademy.education
District Website Address	https://www.excelacademy.education/

2022-23 School Overview

Excel Academy offers a tuition-free, personalized learning independent study model for students in grades TK-12. Our high-quality model of education is rooted in flexible learning, personalized pacing schedules, and proven systems of support. Our school offers students various options for state-approved curriculum as well as academic and elective services using instructional funds provided by the charter school. With the support and guidance of a highly-qualified credentialed teacher, students build a customized learning plan based on individual educational goals. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a ToR. Our credentialed ToRs work with their assigned students to identify and implement a personalized learning plan for each student. ToRs and students meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. In addition, families meet at least once every 20 school days to review assigned work, discuss student learning, celebrate successes, and set goals for the upcoming learning period (LP).

During the 2022-23 school year, Excel Academy will continue to involve all Educational Partners in decision-making at the school level through participation in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Advisory Council (PAC), and streamlined daily, weekly, and monthly communication. The focus on the connections between Educational Partners and Excel Academy is to foster investment in education and provide meaningful transparent communication. Excel Academy will continue to gather baseline data from internal assessments and the upcoming California Assessment of Student Performance and Progress (CAASPP) results, and will work to meet or exceed student performance data in both English language arts (ELA) and math by 2% each year. Excel Academy will establish baseline data of college and career readiness at the conclusion of the 2022-23 school year and will strive to increase 2% annually in the number of students that are college and career ready. Excel Academy will maintain a rate of average daily attendance (ADA) at 95% or higher or increase ADA by 2% each school year until reaching 95% or above, and will maintain less than a 1% suspension and expulsion rate. Excel Academy aims for students to complete all standards in ELA, math, science, social studies, visual and performing

2022-23 School Overview

arts, physical education, health, and world languages, while working to be creative and complex thinkers, effective communicators, community and global participants, and empowered, independent learners.

Mission Statement:

Excel Academy will provide flexible, personalized learning through a customized course of study that will educate, motivate, and instill a love of learning in each individual student. Teachers and parents will join together to maintain high expectations and promote academic excellence for all students creating the next generation of leaders.

Our Vision

Life is what you create....at Excel Academy we bring students to LIFE through:

LEARNING: At Excel Academy students progress in knowledge, ability and social/emotional foundations. Curriculum and staff will provide a personalized learning plan inherent to the uniqueness of every student and learning situation. Excel Academy pursues a learning environment where every student will be challenged by, enjoy, and help direct their own education.

INDEPENDENCE: Excel Academy believes one of the key elements of an optimal education is to prepare each student for real-life complexities and independent learning. Excel Academy's curriculum options not only align to California's academic content standards but offer alternative and supplemental learning resources that place the student in a climate where curiosity and exploration are rewarded.

FLEXIBILITY: Flexible pacing enables each Excel Academy student, under the guidance of the teacher of record, to target individual needs without the demands of a classroom. By developing an awareness of their own unique learning style and advancement in their communication abilities, students and families will be enabled to discover their greatest areas of need and direct their efforts accordingly.

EMPOWERMENT: Excel Academy strives to empower students to take ownership of their education and develop not only the appropriate knowledge, skills, and abilities, but also the confidence, creativity, and discipline to help them adapt to challenges and opportunities.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	172
Grade 1	102
Grade 2	123
Grade 3	124
Grade 4	126
Grade 5	102
Grade 6	103
Grade 7	91
Grade 8	110
Grade 9	65
Grade 10	48
Grade 11	50
Grade 12	40
Total Enrollment	1,256

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.0
Asian	14.8
Black or African American	3.1
Filipino	1.8
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.3
White	42.3
English Learners	2.9
Foster Youth	0.0
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	31.6
Students with Disabilities	10.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.70	33.63	86.00	57.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.20	1.60	1.08	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	37.50	63.92	58.00	38.89	12115.80	4.41
Unknown	1.30	2.23	3.00	2.05	18854.30	6.86
Total Teaching Positions	58.70	100.00	149.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	37.50	
Total Out-of-Field Teachers	37.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Excel Academy offers a tuition-free, independent study personalized learning model for students in grades TK-12. Our school allows parents, in collaboration with their highly qualified, California-credentialed Teacher of Record (ToR), to select from vetted curriculum and educational resources and materials from approved community providers using instructional funds provided by the charter school. Using these educational resources, families create a customized learning experience for their children in partnership with their ToR. Excel Academy has an administrative team that examines the curriculum choices allowed by the school each year, with an emphasis on ensuring all curricula meet the California Content Standards for each subject. Additionally, ToRs act as a highly qualified partner to the parent, ensuring each student's specific needs are met and acting as the final decision maker for the student's curricula. English learner (EL) students have access to a standards-aligned English language development (ELD) curriculum. Intervention students have access to standards-aligned intervention curriculum in the areas of mathematics and English language arts (ELA).

In addition, the school provides access for all students to online grade-level standards curriculum through a variety of online programs such as Mystery Science, MobyMax, SuperTeacher, Studies Weekly, Disney CodeIllusion, National Student ClearingHouse, PearDeck, Virtual Course Training, Starfall, and Tutor.com. Students who are identified in the "What I Need" (WIN) program are provided with access to ReadLive, MobyMax, and Thinkwell.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0%
Mathematics		Yes	0%
Science		Yes	0%
History-Social Science		Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts		Yes	0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

School Facility Conditions and Planned Improvements

Excel Academy is a non-classroom based charter school.

Year and month of the most recent FIT report

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
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State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	66	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	54	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	671	644	95.98	4.02	65.53
Female	333	315	94.59	5.41	71.11
Male	338	329	97.34	2.66	60.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	98	98	100.00	0.00	81.63
Black or African American	18	18	100.00	0.00	61.11
Filipino	14	14	100.00	0.00	85.71
Hispanic or Latino	184	177	96.20	3.80	55.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	69	90.79	9.21	66.67
White	279	266	95.34	4.66	65.41
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	181	172	95.03	4.97	54.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	74	71	95.95	4.05	30.99

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	671	643	95.83	4.17	53.65
Female	333	315	94.59	5.41	52.70
Male	338	328	97.04	2.96	54.57
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	98	98	100.00	0.00	74.49
Black or African American	18	18	100.00	0.00	61.11
Filipino	14	14	100.00	0.00	85.71
Hispanic or Latino	184	177	96.20	3.80	38.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	69	90.79	9.21	56.52
White	279	265	94.98	5.02	53.21
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	181	172	95.03	4.97	48.26
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	74	70	94.59	5.41	20.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	47.48	52.04		26.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	269	95.05	4.95	52.04
Female	143	136	95.1	4.9	48.53
Male	140	133	95	5	55.64
American Indian or Alaska Native	0	0	0	0	0
Asian	44	43	97.73	2.27	60.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	62	96.88	3.12	37.1
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	34	91.89	8.11	41.18
White	128	120	93.75	6.25	58.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	59	95.16	4.84	47.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	20	83.33	16.67	15

Primary Representative: Lorrie Wood, Secondary Principal

The following two CTE pathways were offered during the 2022-2023 school year: Education, Child Development & Family Services, Marketing Sales & Service and the Health Science & Medical Technology pathways.

The courses for the respective pathways were offered:

7510: Intermediate Child Development Concentrator;

8311: Advanced Marketing

Completer

7922: Advanced Patient Care

Completer

The CTE courses serve as elective courses. They are not integrated into core courses. They help fulfill graduation requirements. EACS offers a range of CTE course options via an online curriculum provider. Additionally, live, weekly instruction from a credentialed CTE instructor in their specific pathway is open to all students. A variety of instruction including group projects, multimedia demonstrations, guest speakers, and collaborative learning activities provide a well-rounded online classroom experience. Accommodations are made to ensure that the needs unique to defined special populations of students are met.

Measurable outcomes for 7510: Intermediate Child Development Concentrator -

As a result of this study of psychology, students will demonstrate the ability to:

Understand and evaluate personality and the main theories of personality

Identify assessment techniques used to identify individual personality

Identify and understand factors that influence personality

Understand and evaluate theories of motivation and factors that influence motivation

Understand and evaluate theories of emotion and factors that influence the emotional experience

Become familiar with factors influenced by your social world

Understand the emergence and evolution of psychology as a discipline

Map the historical roots of psychology and identify and understand main psychological perspectives

Identify subfields of psychology and career opportunities available in the discipline

Understand the role of psychological research in the study of mind and behavior

Identify the components of a research study and ways to implement them to conduct research

Understand the basic components and function of neurons

Become familiar with advances in neuroscience and the tools used to study the brain

Understand the basic process of the functions of the nervous and endocrine systems

Identify the relationship between genetics, heredity, and the environment

Describe how sensation and perception occur

Understand the states and levels of consciousness

Describe the principle of classical conditioning and necessary components in the process

Describe the principle of operant conditioning and how learning occurs

Describe the principles of observational and cognitive learning and the important role it plays

Identify and explain the process of encoding in memory

Identify and explain the process of storage and retrieval and the role it plays in memory

Discuss types of memory disorders

Articulate the principles and theories of cognitive development

Define the processes involved in problem-solving, decision-making, and judgments

Evaluate the acquisition of language

Describe the structure and function of language and its relationship with thought

Differentiate types of intelligence and analyze associated testing

Distinguish methods used to study human development over the lifespan

Outline prenatal and infant development and important milestones

Describe human development in childhood and significant changes

Identify developmental milestones and markers in adolescence

Identify and discuss developmental changes that occur in adulthood until death

Articulate what stress is and how it impacts individuals

Identify ways stress can be beneficial or detrimental and how to properly manage stress

Explain essential elements for good mental and physical health and understand how government programs can assist individuals

Identify methods to optimize mental and physical health

Analyze the role of technology in today's world and evaluate the impact it has on personal development

Understand what abnormal behavior is and different historical and cultural views of abnormal behavior

Describe different psychological disorders and the various symptoms and causes of the disorders
Outline available biomedical treatments and how treatment options and efficacy vary
Identify psychological treatments and the theories they are based on as well as how the treatments are used by practitioners
Discuss the impact of psychological disorders and the stigma associated with diagnosis
Understand what learning is and how it differs from instinct and reflex
Examine the theory of classical conditioning
Investigate operant conditioning and its real world applications
Discuss social learning, including modeling and vicarious conditioning
Learn the PQ4R technique
Learn what motivation is and how primary and secondary needs affect motivation
Examine the five different perspectives which seek to explain motivation
Discuss how intrinsic and extrinsic motivation affect our behaviors
Understand what emotions and moods are, including the three components of emotions
Investigate the physical and psychological relationship that comprises emotion
Learn more about the history of health psychology
Examine some common causes of stress and their effects on individuals
Discuss the general adaptation syndrome and the effect that this has
Investigate the four types of conflicts that individuals experience
Explore ways of coping with and managing stress
Learn what personality is
Discuss Freud's three models of personality
Investigate how cognition and thought affect personality
Understand what personality traits and types are and how psychologists have used these concepts to study personality consistency
Examine the person-centered approach and how other people help shape personality
Understand what abnormal psychology is and how it differs from normal psychology
Examine the criteria used to identify abnormal psychology and mental disorders
Recognize the two major classification systems
Discuss anxiety, mood, personality, and somatoform disorders
Learn about psychotic disorders and how they differ from other psychological disorders

Methods of instruction:

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

Evaluation methods:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

Measurable outcomes for 8311: Advanced Marketing
Completer

-

As a result of this study, students will demonstrate the ability to:

- Compare and contrast entrepreneurship and intrapreneurship
- Analyze advantages and disadvantages of business ownership
- Examine the four phases of the business cycle
- Describe the use of business ethics in promotion
- Discuss the global environment in which businesses operate
- Interpret labor issues associated with global trade
- Describe the determinants of exchange rates and their effects on the domestic economy
- Determine the impact of global trade on business decision making
- Explain the importance of marketing research
- Describe methods used to design marketing research studies
- Identify strategies for entering international markets
- Describe types of rating scales
- Create a marketing plan
- Compare the benefits of various types of promotional media, including direct marketing, telemarketing, and social media
- Explain the role of marketing in a free enterprise system
- Examine the concept of promotional mix
- Describe the regulation of marketing information management
- Identify and explain personal and long-term consequences of unethical or illegal behaviors
- Determine unfair business practices
- Clarify how business is affected by government regulation of consumer protection
- Examine the phases of the product life cycle
- Demonstrate the sales promotion technique of locating advertised merchandise on the selling floor
- Determine markups, markdowns, and break-even points
- Identify the psychological effects of pricing
- Explain how goods and services are ordered
- Describe the ethical considerations in channel management
- Analyze import and export laws in relation to buying and selling products in an international market
- Outline the steps in a buying plan
- Analyze current trends in marketing
- Explain economic trends related to marketing
- Compare and contrast global marketing trends
- Understand personal success characteristics for different sales positions
- Explain key factors in building a clientele
- Understand the best practices in selling that lead to exceeding customer expectations
- Explain business ethics in selling
- Describe the nature of budgets
- Understand the various methods sales managers use to develop sales forecasts
- Discover proper procedures for maintaining sales records
- Calculate sales productivity
- Identify the purposes of sales organization
- Understand the model of salesperson performance
- Describe the sales territory design process
- Discuss key approaches to determining sales force size
- Understand personal success characteristics for different sales positions
- Explain key factors in building a clientele
- Understand the best practices in selling that lead to exceeding customer expectations
- Explain business ethics in selling
- Understand how an individual's career stage influences motivation
- Discuss the effect of personal characteristics on salesperson motivation
- Examine the motivational aspects of sales contests
- Demonstrate methods to recognize and reward team performance
- Demonstrate mastery of computers and technology currently used in marketing
- Identify use of virtual means of communication
- Discuss the use of electronic presentation in demonstrations, sales meetings, staff meetings, and sales reports.
- Identify trends affecting marketing research

Methods of instruction:

- Direct instruction

- Group and individual applied projects
- Multimedia Demonstration
- Guest speakers

Evaluation methods:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

Measurable outcomes for 7922: Advanced Patient Care
Completer

As a result of this study, students will demonstrate the ability to:

Discuss the history of healthcare services

Identify the components of the healthcare delivery system

Name the types of healthcare organizations and give examples of organizations that set the guidelines to oversee them

Describe the responsibilities of different members of the healthcare team to understand the importance of teamwork

Outline ways to find, apply for, and interview for a healthcare job and recognize the importance of mental health for healthcare professionals

Outline the process for building a medical term and making it plural

Recognize commonly used prefixes and suffixes

Define commonly used combining forms by translating conditions, procedures, and instruments

Identify abbreviations, acronyms, and symbols used in the medical world

Describe anatomical positions, divisions, and body positions as well as their relationship to body movement

Identify the structural units of the body (e.g., cells, tissues, and organs) and their importance in maintaining homeostasis

Describe the nutritional needs of the body and how diet may be adjusted to compensate for conditions and disorders

Outline developmental stages, milestones, and growth patterns in conjunction with the role each plays in patient health education planning

Recognize the structure and functions of the musculoskeletal system

Analyze the roles of the integumentary and sensory systems

Identify the structures and functions of the nervous system

Describe the organs and tissues of the hematopoietic and lymphatic systems

Recognize the role of the tissues and organs of the cardiovascular system

Explain the structure and function of the organs of the respiratory system

Analyze the digestive and urinary systems

Describe the parts of the reproductive and endocrine systems

Describe common pathology of the musculoskeletal and nervous systems

Investigate issues involving diseases of the sensory, integumentary, and reproductive systems

Define the digestive, urinary, and endocrine systems

Demonstrate knowledge of the pathology of the cardiovascular, lymphatic, and respiratory systems

Identify pathology of the hematopoietic system and how bloodborne pathogens spread disease

Explain developmental psychology and factors that impact mental health

Discuss legal and ethical issues and regulations related to technology in health care

Identify the contents of medical records and the importance of maintaining them

Define functions of electronic health records, electronic medical records, and computerized physician order entry systems

Analyze uses of software and peripheral devices

Describe methods used to format a schedule for patient appointments

Identify scheduling considerations

Recognize methods to manage workflow in a medical environment

Manage the medical facility environment

Analyze communication methods and methods of improvement in a medical facility

Describe the difference between ethical and legal requirements and recognize basic legal terminology as it relates to professional liability

Identify laws and legal obligations related to a healthcare professional

Analyze legal requirements related to privacy and confidentiality of patient information

Explain legal documents related to informed consent and advance directives and how these documents are used in the healthcare environment

Summarize the importance of recognizing and reporting any legal or ethical incidents or violations

Identify modes of transmission of infection and methods of infection control to stop them

Analyze levels of infection control and apply them to the sterile environment

Describe keys to proper body mechanics and patient positioning

Recognize OSHA safety standards within health care and methods of implementation

Evaluate the importance of quality control procedures within healthcare organizations

Define pharmacokinetics, including drug classifications and schedules

Identify the routes of medication administration and the role of the medical assistant

Analyze methods used to properly handle medications as well as ways to calculate dosages

Demonstrate knowledge of commonly prescribed medications and commonly used abbreviations on prescriptions

Describe immunization schedules and requirements

Measure vital signs and other patient assessment data as part of the initial intake process

Demonstrate knowledge of BLS and CPR

2021-22 Career Technical Education Programs

Recognize signs and symptoms of conditions that constitute a medical emergency
 Identify common conditions like burns, poisoning, bites, cuts, and hot/cold exposure and the first aid skills needed to treat them
 Describe conditions like asthma, hyperventilation, and the differences between common muscle or bone injuries and first aid skills to treat them
 Describe common tests using blood samples along with normal and abnormal results
 Identify common tests using methods other than blood along with normal and abnormal results
 Explain methods of blood collection including techniques and sampling processes
 Recognize methods of collection and sample handling for samples other than blood
 Analyze laboratory processes and quality control standards
 Explain the importance of insurance and the types of insurance available to patients
 Describe various healthcare delivery models and the incentives available to providers to reduce the cost of care
 Discuss processes and actions in the reimbursement process that help prepare for a patient's visit
 Identify methods of medical billing and coding
 Analyze ways to identify errors and resolve issues in a medical practice

Methods of instruction:

- Direct instruction
- Group and individual applied projects
- Multimedia Demonstration
- Guest speakers

Evaluation methods:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	87.62
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%
Grade 7	94%	95%	95%	95%	95%
Grade 9	97%	97%	97%	97%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Excel Academy offers several opportunities for parental involvement through the SSC, ELAC and PAC.

SSC is our school-level group of parents, teachers, students and administrators who work together to develop and monitor Excel Academy's continuous growth and improvement. The specific areas of monitoring include, but is not limited to:

1. School budget, including the LCAP
2. Curriculum/instruction/assessment
3. Fundraising and grants
4. School program development

Agendas are shared two weeks in advance. All Educational Partners are invited to attend and offered the opportunity to make comments at the meeting. This committee is scheduled to meet four times each year. Please contact Tamara Murphy, Intervention Coordinator, at tmurphy@excelacademy.education with any questions.

The ELAC is a committee for parents or other community members who want to advocate for English learners. School information and opportunities for English learner support and participation are shared during the meeting. This committee is scheduled to meet four times each year. Please contact Jenny Craig, Director of Assessment and Accountability, at jcraig@excelacademy.education with any questions.

The PAC is a group of parents from the Excel Academy community who meets twice per year to address and recommend changes to the Excel Academy administration regarding specific areas of school operations in order to help the school attain its goal of providing each child with the best education possible. Excel Academy believes that active parent, student, and employee participation in school operations will help foster the sustainability of our school. The PAC will play an important role in making Excel Academy even more responsive to staff, student, and parent needs, and provide for continual improvement, ensuring that Excel Academy staff practice open and positive communication with families. To that end, we welcome any inquiries into parent participation in the committee. Please contact Lorrie Wood, High School Principal, at

2022-23 Opportunities for Parental Involvement

lwood@excelacademy.education to inquire how to become involved.

Excel Academy provides several opportunities throughout the school year to seek Educational Partner feedback through surveys. In addition, we have our Family Needs Request & Feedback Form available on our website.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.6	4.3		16.7	14.3		8.9	7.8
Graduation Rate		89.7	87.2		53.7	63.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	47	41	87.2
Female	21	19	90.5
Male	26	22	84.6
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	28	27	96.4
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	14	11	78.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	11	9	81.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1378	1334	14	1.0
Female	664	648	5	0.8
Male	714	686	9	1.3
American Indian or Alaska Native	0	0	0	0.0
Asian	196	194	0	0.0
Black or African American	41	41	0	0.0
Filipino	26	23	0	0.0
Hispanic or Latino	364	349	10	2.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	131	127	1	0.8
White	578	559	3	0.5
English Learners	52	50	1	2.0
Foster Youth	2	0	0	0.0
Homeless	10	10	0	0.0
Socioeconomically Disadvantaged	449	438	7	1.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	164	156	2	1.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.18	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.11	0.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The school safety plan was last reviewed and updated with staff in October 2022. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, bloodborne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	12		
1	1	1		
2	1	6		
4	1	2		
5	1	5		
6	2	40		
Other	6	87		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	4		
1	1	7		
2	1	1		
3	1	1		
4	2	2		
5	1	1		
6	1	1		
Other	12	59	5	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	10		
1	1	4		
2	1	7		
3	1	1		
4	1	3		
5	1	3		
6	1	1		
Other	10	86	1	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	37	1	1
Mathematics	4	42	1	1
Science	4	35		
Social Science	3	47		1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	178		
Mathematics	1	176		
Science	1	126		
Social Science	1	148		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	178		
Mathematics	1	181		
Science	1	127		
Social Science	1	138		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1256

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	18.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,290.00	\$1,670.00	\$9,619.00	\$64,275.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Excel Academy Charter School is a non-classroom based independent-study charter school program that provides students with counseling services in academics as well as social-emotional support. Title I intervention services are provided to all at-risk students. These students receive evidence-based interventions and are closely monitored for progress. Career and Technical Education courses are available for students who wish to pursue a specific pathway.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$46,419
Mid-Range Teacher Salary		\$69,902
Highest Teacher Salary		\$97,912
Average Principal Salary (Elementary)		\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)		\$122,212
Superintendent Salary		\$150,971
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

2022-2023

Excel Academy teachers and staff are provided with professional development training multiple times throughout the year. These trainings include technical and compliance training, departmental updates, and special program workshops. All topics are selected by a combination of staff surveys and departmental needs. Surveys are sent to all staff before and after each training, requesting staff to input the areas they would most like training in, as well as assessing the effectiveness of the training they received, the delivery of the training, and how trainings could be improved. All of these factors are taken into consideration when developing the agendas.

Excel Academy teachers are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers have been trained in using Zoom, Google G Suite, and Beehively to communicate effectively with parents and students. Teachers of Record (ToRs) received professional development on tips and tricks within Google, best practices for project and time management, and updates on the platform for our ordering system, OPS. In addition, ToRs were instructed on how to find important high school resources in our Shared Drive, how to utilize Turnitin to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around teacher led instruction specific to social and emotional learning (SEL) and direct literature and writing instruction, as well as identifying and supporting WIN (What I Need) intervention students who test one or more years below grade level on the fall i-Ready benchmark assessments in math and/or ELA. This included updates on how to use and monitor online programs used to support struggling students (i.e. i-Ready, Thinkwell, MobyMax, ReadLive). In addition, teachers and staff are required to participate in SafeSchool Training Modules every year on the following topics: Sexual Harassment Prevention, Active Shooters, School Intruders, Bloodborne Pathogen Exposure Prevention, Mandated Reporter: Child Abuse and Neglect, Medication Administration: Epinephrine Auto-Injectors, Students Experiencing Homelessness: Awareness and Understanding, and Youth Suicide: Awareness, Diversity Awareness: Staff to Student, and Sensitivity Awareness.

ToRs are continually supported during the school year to provide support and ensure implementation of professional learnings through individual Zoom or phone conferences for mentoring. In addition, follow-up videos for support are provided to all ToRs. Additionally, all departments created goals that were essentially aligned to the school goals, which ultimately drove each staff member's individual goals. Evaluations are held during the year to stay up-to-date on each individual staff member's goals and areas of growth. All administration and department leads are given the opportunity to attend two to three conferences and/or workshops throughout the year to increase their proficiency and develop their individual departmental goals.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	10	10