



Excel Academy Charter School Handbook

2023-2024

Dear Parents and Students,

Thank you for choosing Excel Academy Charter School, a proud recipient of the prestigious California Distinguished School award. On behalf of the administration, teachers and support staff we want to welcome you to the 2023-2024 school year! We are honored to support you on your personal educational journey. As your Executive Director, I am humbled to serve you alongside an incredible team of dedicated educators and staff ready to collaborate as you begin the 2023-2024 school year! We recognize the sacrifice and dedication families make when committing to our school model which is why we strive to help create balance and parent choice in a personalized learning environment. Excel Academy is led by a collaborative team made up of innovative educators on the forefront of educational change.

Our school goals support our mission and vision providing 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.

We hope you will find this handbook helpful and use it as a tool to clarify procedures and expectations. Please never hesitate to reach out to your teacher of record or administration with any questions or concerns.

Excel Eagles~Let's continue to SOAR!

Sincerely,

A handwritten signature in black ink that reads 'Heidi Gasca'.

Executive Director

To view the Excel Academy Charter School handbook on our website, please [click here](#)

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Who We Are

Excel Academy is a tuition free, public charter school offering a personalized learning environment, offering three paths, for independent study and distance learning students in grades TK-12. Our unique educational program allows parents to select from a wide variety of educational resources and materials from approved content and community providers using instructional funds provided by the charter school. Our Virtual Path option allows students to learn directly from an Excel Academy Teacher in a distance learning model. Using these educational resources, families have the freedom to build a customized learning experience for their children, benefiting from flexibility of choice and the partnership of a highly qualified California-credentialed teacher.

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.



What we are all about: Our Vision

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

Schoolwide Learning Outcomes

Schoolwide Learning Outcomes (SLOs) 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 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 disciplines
6. Reflect 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. Display a commitment to service
6. Develop a sense of personal accountability and dedication

Charter Authorization

Excel Academy Charter School is chartered by Warner Unified School District for the Orange, Riverside, and San Diego Counties, and Helendale School District for the Los Angeles and San Bernardino Counties: [Counties Served](#)

The strong connections and communication amongst the [authorizers](#) and the community foster a strong foundation for which our school is built.

WASC Accreditation

Excel Academy Charter Schools are accredited by the *Accrediting Commission for Schools, Western Association of Schools and Colleges*.

The *Western Association of Schools and Colleges (WASC)* is one of six regional associations, which accredit public and private schools, colleges, and universities in the United States. Accreditation certifies to other educational institutions and to the general public that an institution meets established criteria or standards and is achieving its own stated objectives. This means that all diploma or degree programs and educational activities offered by the institution are covered by the institution's accreditation.

What does Accreditation mean?

Accreditation certifies to other educational institutions and to the general public that an institution meets established criteria or standards and is achieving its own stated objectives. WASC and the other five regional associations in the United States grant "institutional accreditation" after a comprehensive self-study followed by an on-site evaluation of the programs and services of the total institution. This means that all diploma or degree programs and educational activities offered by the institution are covered by the institution's accreditation. The evaluation determines whether or not the institution qualifies for regional recognition. More importantly, periodic self-study and review promote improvement in educational quality and institutional effectiveness.

Why Consider Accreditation?

Having WASC accreditation has many benefits. When a school participates in WASC, it:

- Assures a school community that the school's purposes are appropriate and being accomplished through a viable education program. In other words, it is a trustworthy institution for student learning
- Validates the integrity of the school's program and transcripts
- Facilitates transfer of credits to other English-speaking schools — critical for college/university acceptance worldwide
- Provides a process for regularly examining programs, processes, and data around school goals and student learning through data analysis, reflection, inquiry, and dialogue
- Builds a professional culture to support the schoolwide action plan
- Fosters the continuous improvement of the school's programs and operations to support student learning
- Provides valuable insight from fellow educators visiting the school
- Benefits schools that choose joint accreditation or other collaborative processes

To remain accredited, a school must report annually on the progress of its submitted improvement plan as well as its ability to continue to meet accreditation standards. Once every five years, the school will need to engage in a thorough self-study process and will host a visiting accreditation team during the sixth year in the cycle. For more information, go to <http://www.acswasc.org/>.

Contacts

Parent Support

Parent support is available Monday through Friday from 8 A.M.–4:30 P.M. Please see the school directory below for department emails and contact numbers.

Contact Information

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

Office Phone Number: (949) 387-7822

If you wish to reach a specific department by email, please use one of the following:

Admissions - admissions@excelacademy.education

Registrar - registrar@excelacademy.education

Student Services - studentservices@excelacademy.education

Intervention - tmurphy@excelacademy.education

Counseling - lallenjefferson@excelacademy.education & dfavela@excelacademy.education

Testing & Assessments - jcraig@excelacademy.education

Once enrolled, you will be provided with the contact information of your ToR Teacher of Record (ToR). If you are attempting to reach a member of our administrative staff, please call our Parent Support line and ask for the person with whom you wish to speak. We will be happy to connect you.

Special Education:

If your student has a current IEP, please contact their 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 have general questions about the Special Education Referral Process, please contact:

Intervention Coordinator - Tamara Murphy

PH: 951-290-2949

Or

School Psychologist - Noell Scott

PH: 949-382-1198

Enrollment

Recruitment and admissions policies, procedures, and activities are in compliance with state and federal law and are outlined in the individual charter petitions for each school.

Students will be considered for admission without regard to ethnicity, national origin, gender, disability or achievement level. Admission will not be determined according to the place of residence of the student or parents, except as required by law. Prior to admission, all parents must agree to and sign the Master Agreement. All students' continued enrollment shall depend upon them fulfilling the terms of the Master Agreement, Acknowledgement of Responsibilities (AoR), and Independent Study Policy. Enrollment space will be based on need in the community and availability of qualified, credentialed teachers to serve as the ToR.

Excel Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

The application process begins on the Excel Academy website, where the parent or guardian will create a RegOnline account and will complete all steps of the application. The enrollment team will verify your application once **all documents have been uploaded and all electronic documents have been signed**. Our enrollment department will send you an acceptance letter once your application has completed and verified. Upon receiving that letter, families are encouraged to attend one of the All About Excel webinars or watch the recording. Once the family has decided what academic path they'd like their student to be on for the school year, they will email Admissions indicating their path preference.

Enrollment Documents Required

- Proof of Residency
- Birth Certificate
- Immunization Records
- Transcripts (high school only)
- Progress Report*

- Oral Health Report Form or waiver (TK, KN and 1st Grade only)
- Health Exam Form/Waiver (TK, KN and 1st Grade only)

**Please note: If a secondary student enrolls after 10 school days of start date, a progress report will be needed as well.*

Private School Affidavit (PSA)

Students enrolling from a private homeschool setting will be required to submit all documents listed above. Additionally, placement tests will be required and administered by the Teacher of Record (ToR) for enrollment in certain secondary school courses.

Privately home-schooled students in 9th-12th grade enrolling in Excel Academy for semester two, please use the following: [PSA Transcript Summary](#).

Junior High students: Use the [PSA Transcript Summary](#) form for any math course (Algebra 1 or higher math) or world language course taken for high school credit.

Regardless of the number of transfer credits awarded, the student must successfully complete the required number of courses at Excel Academy in order to earn a high school diploma. (see [Graduation Track Options](#))

Grade-Level Assignment

At Excel Academy, students are enrolled in the grade that most closely corresponds to their age, in accordance with California State Law. Please see link below for Excel Academy's Grade Placement Chart: [Excel Grade Placement Chart 2023/2024](#)

Transitional Kindergarten (TK) Policy

TK is an option for the following students:

- Students who turn 5 between September 2-June 2
- Optional TK for Kinder Eligible Students
 - Students who turn 5 between June 1st-September 1st;
 - In this case, a Kindergarten Continuance Form must be signed, verifying that the parent/guardian agrees to have his/her child continue in kindergarten for one additional year.
 - Students may not be promoted from TK to 1st grade.

Kindergarten Placement

Students must turn 5 on or before September 1.

High School Grade-Level Placement

High school students are assigned a grade level based on the year of entry into 9th grade. 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, Excel Academy will provide the student an opportunity to continue their education, provided they are making adequate progress towards a diploma.

Adult Student Enrollment

Effective July 1, 2004 California State Law prohibits the enrollment of any student age 19 years or older who has not been continuously enrolled since their 18th birthday and making regular progress towards a high school diploma.

Dual Enrollment Policy – Public and Private Schools

In accordance with California Education Code Section 47602(b) and Title 5, California Code of Regulations Section 11965(a), no student may be enrolled in Excel Academy and simultaneously be enrolled in another public or private school. Private schools function outside the jurisdiction of the California Department of Education (CDE) and most state education regulations.

Acceleration & Retention: Policies & Processes

Acceleration

Students at Excel Academy will be promoted to the next grade level each year. Our general philosophy is that because Excel Academy offers personalized learning, acceleration is rarely necessary. For those rare exceptions, it must be agreed upon in writing, by both the parent and school administration, in order to skip a grade. Acceleration will only be considered prior to the beginning of the school year. Decisions regarding acceleration will be made on a case-by-case basis by the Acceleration Team. Typically, this is reserved for high school students who would like to graduate early. Students may graduate early, only if they have met all of the criteria for graduation, including credit requirements.

*In order to ensure sufficient time to observe the student in our academic setting, requests for grade acceleration will not be considered prior to enrollment with Excel Academy Charter School.

Acceleration Requests

1. Parents will send a letter to the Elementary Principal stating reasons why they are requesting acceleration.
 - a. Parents will provide any additional relevant information (i.e. report cards, transcripts, or assessment results received outside of EACS)
2. The Acceleration Team reviews information to determine if an acceleration meeting is warranted or if a decision can be made based on the letter.
 - a. If a meeting is warranted, it will be scheduled with the Parent and Acceleration Team.
3. A decision is made by the Acceleration Team and a decision letter is sent to the parent via email.

Retention

Students at Excel Academy will be promoted to the next grade level each year. Our general philosophy is that because Excel offers personalized learning, retention is rarely necessary. For those rare exceptions, it must be agreed upon in writing, by both the parent and school administration, in order to repeat a grade. Retention will only be considered prior to the beginning of the school year. Decisions regarding retention will be made on a case-by-case basis by the Retention Team. Students may not be retained more than once. Students will only repeat a grade in the case that there is substantial evidence the student lacks academic and/or emotional maturity.

*In order to ensure sufficient time to observe the student in our academic setting, requests for grade retention will not be considered prior to enrollment with Excel Academy Charter School.

Retention Requests

1. Parents will send a letter to the Elementary Principal stating reasons why they are requesting grade retention.
 - a. Parents will provide any additional relevant information (i.e. report cards, transcripts, or assessment results received outside of EACS)
2. The Retention Team reviews information to determine if a retention meeting is warranted or if a decision can be made based on the letter.
 - a. If a meeting is warranted, it will be scheduled with the Parent and Retention Team.

3. A decision is made by the Retention Team and a decision letter is sent to the parent via email.

8th Grade Retention & Promotion

State law requires schools to have promotion and retention criteria for students who are in their last year of junior high (*EC* Section 48070.5[a][5]). Therefore, Excel Academy will identify students who are at-risk of being retained in 8th grade (*EC* Section 48070.5[b]). Excel Academy will use i-Ready scores as its main source of data. Based on those results, additional assessments may be administered, to determine an 8th grader's readiness for high school.

Steps Excel Academy will take if a student is found to be at-risk for 8th grade retention:

- Parents will be notified in the fall of 8th grade, or once the i-Ready assessment is complete for mid-year enrollees.
- The student will participate in additional progress monitoring & individualized academic intervention throughout their 8th grade year.
- The spring i-Ready assessment will be used as a main source of data for final 8th grade retention or promotion recommendations.
- For those students who continue to be at-risk for retention in the spring of 8th grade, Retention Review meetings may be held with the parent and Excel Academy administration. Excel Academy will make the final determination based on data collected.

Student with an Expulsion History

For students who seek admission at Excel Academy with expulsion history, please refer to the expulsion policies for our authorizing districts (Helendale Elementary and Warner Unified School District). A panel will meet to determine whether the pupil does not pose a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the governing board following the meeting regarding his or her determination.

Master Agreement

The Master Agreement is a binding agreement between Excel Academy, the student, the parent/guardian, the supervising ToR, and other team members responsible for the student's educational progress. The agreement documents assigned courses as well as the time, manner, and frequency of the student's meetings with the faculty. In addition, the Master Agreement addresses specific resources including materials and personnel that will be made available to all

students, academic and other supports, missed assignments, satisfactory progress and required parent communication to address pupils not generating attendance. Each agreement can be signed prior or up to the first day of the student's attendance start date.

Methods of Operation and Glossary of Terms

Learning Options

Excel Academy Charter School strives to meet the educational needs of the whole child. Our Academic Paths allow families to choose the model of education that best works for the needs of the student and parent. Our Academic Path options include:

- Personalized Primary
- Personalized Secondary
- Virtual Path

Personalized Primary (TK-6)

In this path, students are educated through flex-based instruction, where the parent/guardian is the primary instructor, and the Excel Teacher of Record (ToR) oversees the student's education. Parents are able to choose from a selection of standards-aligned curriculum options based on the specific needs of their student (Curriculum can include textbook and online options). Each student's curriculum is paced out by the ToR for the school year, with clear expectations for what the student is to complete each learning period. The ToR, parent/guardian and student will meet together to review the student's body of work and academic progress at the end of each Learning Period (LP). TK-6th grade students meet with their ToR each LP on an alternating schedule (in-person and virtually)

Personalized Secondary (7-12)

In this path, students are educated through flex-based instruction, where the parent/guardian is the primary instructor, and the Excel Teacher of Record (ToR) oversees the student's education. Parents are able to choose from a selection of standards-aligned curriculum options based on the specific needs of their student. Curriculum can include textbook and online options. Additionally, Excel Teacher-Led courses provide the option for students to enroll in hybrid courses which consist of an asynchronous, online curriculum which is supported with live, online teaching. Each student's curriculum is paced out by the ToR for the school year, with clear expectations for what the student is to complete each Learning Period (LP). The ToR, parent/guardian, and student will meet together to review the student's body of work and academic progress at the end of each LP. 7th-12th grade students meet with their ToR monthly for their LP meeting. These meetings may be in person or online. Students and families must meet with their ToR once each semester in person, in the fall and in the spring. This in-person

meeting requirement may be met during a Learning Period meeting, a field trip, or a school event.

Virtual Path (1-8)

In this path, students learn in a virtual classroom setting with a group of their peers three days a week, receiving instruction in all core subjects. The other two days of the week, students check-in briefly with their teachers and work independently on their school subjects for the remainder of the day.

- Direct instruction provided by a credentialed Virtual Teacher
- 100% Virtual Learning and Meetings
- Classrooms split by grade level for 1st-6th, and by subject for 7th and 8th
- Regular connection with peers in an online platform
- Quality, standards-aligned curriculum, assigned by the teacher

Note: Fast, reliable internet service is required for the Virtual Path.

General Terms

Acknowledgment of Responsibilities (AoR) - A document that lists the responsibilities of Excel Academy parents/guardians and their students. The AoR is sent via email link, along with the Master Agreement (MA), for parents to sign upon enrollment.

Behavior Improvement Plan (BIP) - A BIP serves as a follow-up to address any areas where your student may need a restorative plan of action and/or support to redirect current behavior.

Daily Attendance Grid Log -Each day a student participates in an educational activity, parents will be asked to go into the parent portal to mark attendance.

Art & Music Enrichment- Weekly engagement “classroom style,” aka via Zoom. 30 min daily by the Virtual Art and Music teacher.

Eagle Examiner - Executive Director communication and press kits.

ETL (Excel Teacher Led) Courses- Excel Academy’s courses that are offered to students in junior high and high school (or in Eagle Secondary). The courses are virtual in nature and intended to offer students the opportunity to participate in a class setting with a credentialed teacher.

HQT (Highly Qualified Teacher) Content Area Specialist - The HQT Content Area Specialist's ultimate responsibility is to ensure the success of each high school student at Excel Academy. The HQT teacher works closely with the student, parent, and ToR providing single subject expertise in CORE subject areas.

Instructional Funds (IFs) - State funds allotted to each student with which families may request the purchase of approved educational materials and services through Excel Academy's.

Learning Period (LP) - The intervening days between each LP meeting, ranging from (13 - 20) school days.

Master Agreement (MA) - An enrollment agreement between the parent/guardian, school, and ToR which specifies the policies and procedures that must be followed to participate in Excel Academy. An MA signed by all parties, in conjunction with the AoR, is necessary for enrollment in the school.

Progress Improvement Notification (PIN) - A PIN serves as a follow-up to address any areas where your student may need additional support.

Teacher of Record (ToR) - The ToR is a single or multiple subject credential-holding teacher who works with his or her assigned family to identify, support, and implement a personalized learning plan for the student on the Personalized Elementary or Personalized Secondary path.

Virtual Path - An academic pathway option for students in 1st-8th grade. In this path, students learn in an online classroom with a group of their peers three days a week, receiving instruction for all core subjects by their assigned teacher. On the other two days of the week, the student will check in briefly with their teacher and will work independently on their school subjects.

Virtual Teacher - The Virtual Teacher is a single or multiple subject credential-holding teacher who services students in the Virtual Path. They serve as the classroom teacher for students and provide daily, direct instruction to students in an online environment.

Student Services Department Terms

CCP - Content and Community Provider

EMR- Educational Materials

VCI- Educational Services

OPS- Online Purchasing System. The system used at Excel Academy for ordering educational materials and services.

Red Notes- Individual guidelines for placing orders.

Internal Notes- Notes placed on orders after they have been created. Method for admin and ToRs to communicate about a specific order.

Consumable Items- Items that (A) are under \$30 and/or (B) cannot be reused by another student. Examples include: workbooks, pens, paper, pencils, printer ink, etc.

Non-Consumable items- Items that (A) are over \$30 and/or (B) can be reused by another student. Examples include: Textbooks, CD/DVDs, electronics (laptop, iPad, printer).

Purchase Order Status Terms: Purchase order status refers to the stages of a purchase order from first placement by the family through to the payment of the purchase order.

Pre-Pending- Order has been placed by the parent and is *pending review by the ToR*.

Pending- ToR has carefully reviewed the order to ensure that the items or services being ordered correspond to Excel Academy guidelines and selected “Pending,” OR the ToR has placed the order on behalf of the parent (*orders placed by ToR are assumed to have been carefully reviewed*).

Approved- Order has been reviewed and approved by the Student Services Department.

Processed- Order has been processed by Student Services (for VCI this is on the 20th of the month prior to services) and sent to the CCP for fulfillment. VCI CCP will now be able to view Purchase orders in their OPS portal and process for payment at the end of the month of service. EMR orders will be sent to the CCP for fulfillment and shipping.

Received Partial (EMR ONLY)- ToR has indicated that some, but not all, of the items on the order have been received.

Received Fully (EMR ONLY)- ToR has indicated that all items on the order have been received.

Invoice Matched- Student Services Department has received the invoice from the CCP and matched the order in OPS to match what the CCP is charging.

Methods of Operation

Body of Work

For Personalized Path Students only: A body of work is 15-20 days of learning, depending on the length of the learning period, in each assigned subject area generated from the ToR-provided Pacing Guide for each core subject/course (see below). All work should be graded or evaluated in some manner by the home educator. At each LP meeting, the ToR will collect a generous

sampling from the body of work in each subject/course that is an accurate representation of the student's mastery and work completed. The ToR will file these samples as proof of student daily attendance and progress.

Student Pacing and the Assessment of Learning

For Personalized Path Students only: 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 a student fails to complete at least 70% of the pacing guide provided by the ToR, they may be issued a PIN. Final grades assigned at the end of the semester are heavily based on the progress and achievement shown to the ToR.

Attendance Roll Sheet/Grid Log

Along with the assessment and pacing of student work, another responsibility of the ToR is to verify and claim attendance for each LP. Daily attendance is required for each school day a student participates in an educational activity. The ToR will verify that ample work was completed by the student after reviewing the daily attendance claimed, participation in educational activities and the student's work. Following this the ToR and parent/guardian will sign and date the electronic Attendance Grid Log.

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, and Attendance, Progress Improvement Notification, Involuntary Withdrawal Policy, and Civility 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. These identified assignments include, but are not limited to, completion of assigned work (CORE, ELD, WIN), internal assessments, attendance at mandatory meetings, and other key responsibilities outlined within the Excel Academy Board Policies and EACS Handbook.

Behavior Improvement Plan Process

Excel Academy will issue a Behavioral Improvement Plan for a student if they violate Excel Academy's behavioral standards. The consequence of violating these behavioral standards as outlined in the BIP, may lead to suspension or involuntary withdrawal from Excel Academy.

For students who commit violations such as dishonesty, cheating, disruption, and inappropriate language, a BIP will be issued with consequences individually designed to help restore the individual student back into good standing with the school. These include but are not limited to a family meeting with the Teacher of Record and Administration, reflecting on the violation, writing a letter of apology, rewriting an assignment in question, removal from extra-curricular opportunities, removal from the National Honor Society, and/or an in-school suspension.

For students who commit plagiarism, the first offense will result in a zero on the assignment until the behavior is corrected. For the second offense, the student will be removed from the class and will receive an F in the course. If a student earns an F in a course that is required for graduation, then they will be required to repeat this course for credit. Any subsequent offenses will be dealt with on a case-by-case manner.

Violations that may result in suspension or immediate involuntary withdrawal are included in the school's charter petition.

Excel Academy has reviewed Education Code Section 48900 et seq., which describes the non charter schools' list of offenses and procedures to establish its procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as EACS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. EACS staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Parent Newsletter

One of the main venues of communication to our parents is through our newsletter, sent via the Excel Academy communication platform, Beehively. Parents often receive time-sensitive communication, information about community events, deadline reminders, and community provider spotlights through the monthly newsletters. ***Please let your ToR know if you are not receiving the monthly newsletter and updates through Beehively.***

Meeting Types

Attendance Intervention Meeting (AIM)

A meeting that occurs after a student receives their second PIN. The purpose of the AIM will be to review the student's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the evaluation for satisfactory progress as defined by the board policy. If the student and parent/guardian elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and supports.

Initial Contact Meeting

For students participating in the Personalized Paths, once a ToR has been assigned to a family, he/she will reach out to schedule an introductory meeting. During this meeting, the ToR will explain the school-wide requirements and go over curriculum options. For more information on learning styles and curriculum options, please click [here](#) to visit the Excel Academy website. Parents/guardians must provide their ToR with curriculum choices that cover grade level content standards within 5 days of a student's start date with Excel Academy. If the parent/guardian fails to decide upon curricula that cover grade-level content standards within the 5 day window, the ToR will order the student curricula from Excel Academy's grade-level recommendations.

Learning Period (LP) Meetings

Learning Period (LP) meetings are a critical part of the Personalized Paths at Excel Academy. For grades TK-6, students meet with their Teacher of Record each Learning Period on an alternating schedule (in-person and virtually). For grades 7-12, students meet with their Teacher of Record at least once in person each semester. New students will meet with their ToR in person on or before the third Learning Period. In-person meetings take place at a mutually agreed upon public location and virtual meetings are held via Zoom. LP meetings are held approximately every 15- 20 school days. During the meeting, the ToR communicates with the student one on one to gather information and knowledge learned throughout the LP. Due to the importance of these meetings, and out of respect for our ToRs, we ask that families keep the agreed upon location and time of their LP meeting, with the exception of unforeseen emergencies. Additionally, parents who cancel, reschedule, or miss LP meetings will be subject to Progress Improvement Notifications (PINs), which may lead to Involuntary Withdrawal. (See our [Outline of Violations that May Result in Involuntary Withdrawal](#)).

Parent-Teacher Conferences

Families enrolled in the Virtual Path do not attend Learning Period (LP) meetings. Instead, parents/guardians are updated weekly on class assignments and expectations, as well as student work completion. Additionally, parent-teacher conferences are scheduled each semester to discuss academic progress. If parents would like a conference outside of these scheduled times, they may request one with the teacher. and to set a positive course for learning.

Parents/guardians who cancel or miss a parent-teacher conference will be subject to Progress Improvement Notifications (PINs), which may lead to Involuntary Withdrawal. (See our [Outline of Violations that May Result in Involuntary Withdrawal](#)).

Virtual Path Expectations

All students participating in the Virtual Path need a strong, reliable internet connection in order to participate in class each day. Students who do not have a strong, reliable internet connection may wish to enroll in Excel Academy's Personalized Path, which does not require daily streaming.

The [Virtual Path Learning Schedule](#) provides families with the daily classroom schedule for each grade level. Students are required to attend all grade-level classes, on time and for the entirety of the class session, as listed on the schedule. While students are welcome to participate in school sponsored field trips, they must have prior approval from their classroom teacher and be in good academic standing should the field trip fall during class.

While class is in session, students must have their web cameras on and focused on their face. All other electronics including cell phones, computers and gaming equipment should be out of sight of the student. Parents/guardians should make sure students have no other browsers or screens open during class. Headphones are highly recommended for all students in the Virtual Path, in order to provide a quiet learning environment. (Student funds can be used, if needed.) Additionally, the learning area should be free from other individuals or children that might cause a distraction.

Communication and teamwork between the classroom teacher and the parent/guardian is key to ensuring student access to online learning platforms and student completion and submission of assigned work. All assigned learning for the week, as well as any other important updates or announcements will be sent in a weekly email by the classroom teacher. If there are any concerns about student learning or progress, that will be included in the communication as well. Parents/guardians are expected to read all communication thoroughly to make sure students are adequately prepared for the upcoming week.

The parent/guardian is expected to prepare students for the school week by:

1. Gathering all materials, manipulatives, and/or components necessary for class lessons, as outlined by the classroom teacher. (This may include printing and organizing student worksheets, gathering science materials, pencils, glue, erasers, rulers, etc.)
2. Ensuring student completion and submission of all assignments, including any outstanding work for which they have been given an extension.

Additionally, parents should:

1. Be available during class to immediately address any emergencies or behavioral issues that arise. (Be sure all updated telephone numbers and emails are on file with the school.)
2. Review student grades and progress in Buzz regularly (the LMS for FlexPoint Curriculum)

Questions/Concerns: If a parent/guardian has a concern regarding a classroom or teacher, please address it in a private setting *after* class is over. Parents are not to interrupt a class session to voice a concern or ask their student to voice a concern regarding a teacher or the material being taught. All questions/concerns should be addressed to the teacher or administrator privately.

Curriculum Access Using BUZZ

All of your student's learning will be accessible through the LMS "BUZZ". BUZZ is easy to use, once you get the hang of it. As a parent/observer, you will help to ensure your student is completing their assignments at home, so it is critical that you know how to login and access everything. Please use the learning tools below to learn how to use BUZZ as a student and parent/guardian/observer.

[User Manual-Students](#)

[User Manual-Parents and Observers](#)

*All students in the Virtual Path will use the same online curriculum, accessed through the Buzz platform. However, students in 7th and 8th grade have the opportunity to take advanced courses, should they qualify. Additionally, the CHYA Health course is taught using additional curriculum. Advanced Courses may be given through other curriculum providers and may be asynchronous. Please see the following section for more information: **[Junior High Students Taking High School Courses](#)**

Virtual Classroom Access

All Virtual ToRs use the Zoom platform to teach live class sessions. The link provided by the classroom teacher is not to be shared and should only be used by the student.

School Policies, Procedures & Regulations

School Safety Plan

Excel Academy seeks to provide a safe environment for its students, parents, staff, ToRs, and administration. For more information on Excel's emergency procedures and policies, please review our comprehensive safety plan [here](#).

School Communication Responsibilities

It is pertinent 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. Please note: Students are allowed two changes to appointments per school year before being subject to a PIN. Additionally, if a student/parent cannot be reached by Excel Academy staff for 10 business days or more, an evaluation will take place to determine whether it is in the best interest of the pupil to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be involuntarily withdrawn. (Please refer to Outline of Responsibilities that May Result in Involuntary Withdrawal section for further details).

Email or voicemail sent to administrative personnel Monday through Thursday between 8:00 am and 5:00 pm Pacific Time (PT) will be addressed within twenty-four (24) to forty-eight (48) business hours of the time it was sent. Email or voicemail sent between 8:00 am and 5:00 pm PT the day before a weekend or holiday will be addressed on the next business day. Email or voicemail sent during non-office hours will be addressed within twenty-four (24) to forty-eight (48) hours of the beginning of the following business day. Instructors who are scheduled to be away during regularly scheduled office hours (for professional meetings or vacation) will post the dates and times of those interruptions at least forty-eight (48) hours in advance and will offer alternative contact information for assistance. Unanticipated absences due to illness or other emergencies will be reported to the Principal Director who will find suitable alternatives for assistance.

Email Accounts

A valid, working email account is required for all Teachers of Record and parents, and is provided to students for optional use. Parents and students must provide contact information, which can include email, phone number, and mailing address. If a Teacher of Record, student, or parent/guardian's email address, mail address, IM address, or phone number changes, it must be updated with Excel Academy Admissions at admissions@excelacademy.education within five (5) business days. In case of an emergency, it is important that this information is kept current.

Excel Academy disperses student email accounts to every Excel Academy student. This email account will be available to the student as long as they are enrolled at Excel Academy. Please contact your Teacher of Record if you have not received your student email account login info to request an email account and he/she will contact the Senior Communications Coordinator to get it set up. For another option, students who need a separate email account from their parents/guardians can sign up for a free account with Yahoo, Gmail, or Hotmail. Please note, however, that Excel Academy does not have any relationship with these third parties, and it is not responsible for the availability or content of marketing or other materials on the above third parties' websites. The providers of the websites may discontinue their free programs at any time at their discretion.

Phone and Text Communication

Social Media and Instant messaging Communication by phone or text/instant messaging should be only for urgent matters and only during the hours of operation (Monday-Friday 8:00 am-4:30 pm.) All informational communication by the school will be through Beehively, email, the Excel Academy website, and/or social media.

Tone of Contact

Students and parents/guardians must use school appropriate language in communication with Excel Academy employees and peers. Students and parents/guardians will not partake in cyber-bullying or any form of harassment. Students should strive to use appropriate grammar and capitalization in their written communications.

Authorized Contacts

At the time of enrollment, a student's parent/guardian is asked to approve any contacts that have authorization to receive performance information about the student. Individuals with authorization are responsible for maintaining current contact information with the school. In accordance with FERPA law, school officials are only authorized to speak to parents/guardians that are listed at the time of enrollment and who possess educational rights. The Registrar should be notified of any changes in custody or educational rights immediately.

Internet/Computer System Acceptable Use Policy (AUP)

Excel Academy provides technology resources to its students solely for educational purposes. Through technology, the schools provide access for students and staff to unlimited resources. Expanding technologies provide tremendous opportunities for enhancing, extending, and rethinking the learning process. The goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of the parent and credentialed teacher.

With this access brings the potential exposure to material that may not hold educational value or may be harmful or disruptive to the student's learning experience.

The purpose of this policy is to ensure that student internet access on school-owned computers will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school.

All computer equipment, programs, supporting materials, and peripherals of any nature which the student receives from the school are loaned to the student for educational purposes only and belong to the school. As a condition of receiving and using any such equipment, the student and parent/guardian acknowledge that there is no right or expectation of privacy whatsoever related to the student's use of such equipment. The school retains the right to monitor, at all times, internet/computer activity accessed by this equipment, review any material stored in files on such equipment, and edit or remove any material which the school staff, in its sole discretion, believes violates the above standards, and terminate the Internet/Computer Agreement of any persons violating the conditions set forth in this policy.

Information services, such as online educational resources provided by the school, may occasionally require new registration and account information to continue the service. This will require the school to give out certain portions of a student's personal information to one or more 3rd party content and community provider(s) required for this requested service, such as login information, etc. Student and parent/guardian signatures of this policy and the use of aforesaid computer equipment or school-provided online resources indicate specific consent to such release of personal information.

Students using the internet shall be closely supervised by the parent. Students and their parents/guardians are ultimately responsible for the materials accessed through the use of student internet accounts. Parents/guardians will be responsible for the supervision of students using the internet.

The California Computer Crime Bill (1979) added section 502 to the Penal Code making it a felony to intentionally access any computer or system or network for certain purposes, including:

- Devising or executing any scheme or artifice to defraud or extort
- Wrongfully control or obtain money, property, or data
- Knowingly accesses and without permission adds, alters, damages, deletes, or destroys any data, computer software, or computer programs which reside or exist internal or external to a computer, computer system, or computer network
- Knowingly and without permission accesses or causes to be accessed any computer, computer system, or computer network
- Knowingly introduces any computer contaminant into any computer, computer system, or computer network

*Anyone committing acts of this kind, or any other actions prohibited by law with school owned computers and/or equipment will face legal action and disciplinary procedures.

It is the intent of this policy to protect students from inappropriate information. However, the staff cannot screen all of the materials available on the internet. Willful access to inappropriate material in any form by students as well as the importation of any material from “outside sources” on school owned computers and/or equipment is a violation of this policy and may result in disciplinary action including, but not limited to, the revocation of school-provided computer and/or equipment and/or discipline, up to and including, expulsion of the student. Students, staff and parents/guardians hold a joint responsibility to ensure that inappropriate material is not displayed or available on any computer.

Parents/guardians will teach the student about internet safety, including how to protect online privacy and how to avoid online predators using resources such as materials available at: <http://www.digitalcitizenship.net>.

Excel Academy has also adopted internet safety policies in accordance with applicable law, including the Children’s Internet Protection Act, which will be provided to parents/guardians.

This policy does not attempt to articulate all required or proscribed behavior by users. Misuse may come in many forms; it is commonly viewed as any transmission(s) sent or received that suggest or indicate pornography, unethical or illegal solicitation, racism, sexism and inappropriate language.

Unacceptable behaviors may include, but are not limited to, the following:

- Using the school funded internet/computer system for illegal, inappropriate, or obscene purposes or in support of such activities.

- Utilizing the school funded internet/computer system for any illegal activity including violation of copyrights or other contracts relating to licensed uses.
- Intentionally disrupting equipment of system performance.
- Downgrading the equipment or system performance.
- Damaging or misusing any hardware or software.
- Utilizing the school's computing resources for commercial/financial gain or fraud.
- Pirating and/or theft of data, equipment, or intellectual property.
- Gaining or seeking to gain unauthorized access to resources or entities.
- Utilizing the system to encourage the use of drugs, alcohol or tobacco or any promotion or attempt to promote any unethical behavior.
- Using harassing, abusive or obscene language.
- Annoying, harassing or intentionally offending another person.
- Introducing computer viruses into the system.
- Forging electronic mail messages or using an access owned by, or used by another.
- Wasting of resources.
- Invading the privacy of others.
- Possessing data in any form (including hard copy or disk) which might be considered a violation of these rules.

Zoom Disclaimer

The purpose of the Zoom Disclaimer is to build trust, respect and have safeguards in place for students to abide and adhere to the guidelines set forth by the school. The goal is to prevent Zoom violations from occurring in our school organization by:

- Protecting data, student privacy and IT Security.
- Protecting students and staff from Cyberbullying, Abuse, Threats and Sensitive Content.
- Protecting unauthorized access data loss protection against security breaches and impersonating.
- Protecting unauthorized disclosure and dissemination of data from cybersecurity attacks.

When taking part in online Zoom meetings, the following considerations must be observed and adhered to:

- By accepting the Zoom meeting ID and joining the meeting you agree to the terms set out in this document and [Zoom Acceptable Use Guidelines](#).
- Participants should be dressed appropriately.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.

- Recording, photos or screenshots of the Zoom meeting are not allowed by participants.
- For participants some Zoom facilities will be disabled by the host teacher. This includes but is not limited to the screen record function, chat and screen share.
- [Zoom Acceptable Use Guidelines](#) apply to Zoom meetings, and the teacher retains the right to terminate a meeting or a specific student's attendance in the event a violation of the above has occurred.
- Students must adhere to the Internet/Computer System Acceptable Use Policy as outlined above.

Student Freedom of Speech / Expression

Excel Academy believes that free inquiry and exchange of ideas are essential parts of a democratic education. We respect students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to: (1) use of bulletin boards; (2) distribution of printed materials or petitions; (3) wearing of buttons, badges, and other insignia; and (4) right of expression in official school publications. "Official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The school lead/director or designee will supervise the material produced by pupils to ensure it meets professional standards of English and journalism.

Students' freedom of expression shall be limited as allowed by Education Code Section 48907, and other applicable state and federal laws. Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incite students as to create a clear and present danger of the commission of unlawful acts at school-sponsored activities or events, the violation of school rules, or substantial disruption of the school's orderly operation. The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace. A student shall be subject to discipline for out-of-school expression, including expression on internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

Civility Policy

School personnel, parents, guardians, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial

viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful, and orderly way in every interpersonal communication and behavior, either in person, electronically, or online with the goal of providing a safe and harassment free environment for our students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct includes, but is not limited to:

- a. Using an inappropriately loud voice;
- b. Using profane, vulgar, or obscene words, gestures and/or online language/images;
- c. Belittling, jeering, or taunting;
- d. Using personal epithets;
- e. Using violent or aggressive gestures or body-language;
- f. Repeatedly and inappropriately interrupting another speaker;
- g. Repeatedly demanding personal attention at inappropriate times;
- h. Purposefully and inappropriately invading personal space;
- i. Purposefully ignoring appropriate communications;
- j. Wrongfully interfering with another person's freedom of movement;
- k. Wrongfully invading another person's private possessions; or;
- l. Any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to school administration with a written summary of the uncivil behavior and how he/she responded.
4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension, expulsion and/or involvement with law enforcement or county and community services as needed.

Bullying

Excel Academy recognizes the harmful effects of bullying, hazing, or other behavior that infringes on the safety and well-being of students or interferes with learning or teaching. We desire to provide a safe school culture that protects all students from physical and emotional harm. Student safety is a top priority, and the school will not tolerate discrimination, harassment, intimidation, or bullying of any kind of any student.

“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 pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic act” means the creation or transmission of a message (*e.g.*, a text message, sound recording, video, image, social media post, etc.) by means of an electronic device, including, but not limited to, a telephone, computer, tablet, pager, or other communication device.

Bullying that occurs outside of school but negatively impacts the school environment or ability of a student to perform in school is considered bullying. Violations of our zero tolerance policy on bullying will result in a BIP and may lead to discipline up to and including suspension and/or expulsion.

Academic Integrity Policy

Excel Academy Charter School and its programs (“EACS” or the “Charter School”) adopt this Academic Integrity Policy to apply to all students at EACS.

Excel Academy considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work and to exhibit honest behavior and academic integrity. 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.

Upon enrollment and at the beginning of each school year, students and parents/guardians will be given a back-to-school packet which includes an overview of Excel Academy’s plagiarism policy including an invitation to access and use the Teacher of Record’s Google Classroom

account as a tool to discourage plagiarism. With the help of the Teacher of Record, parents/guardians, and students will discuss the Academic Integrity Code and sign an Academic Honesty Pledge.

Definition of Plagiarism

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.

- All high school students will sign the [Plagiarism Academic Honesty Pact](#).
- All high school students will submit at least two papers each semester to Google Classroom.

Examples of plagiarism and academic dishonesty include, but are not limited to:

- Quoting someone else's words, sentences, paragraphs, or an entire paper without acknowledging the source within the paper or written assignment
- Simply listing your sources in the Works Cited page but not citing them in your writing
- Paraphrasing someone else's ideas, opinions, or thoughts without acknowledging the source
- Only citing a portion of the source; even if only one source is used all references need to be cited
- Copying another student's work, paper, and/or essays and turning it in as your own
- Copying another student's computer file or work and submitting the work as your own
- Buying any completed or partial work written by someone else and using it as your own work
- Copying answers from a teacher's manual rather than using the manual to check answers
- Turning in work that you have done for other classes or writing assignments—this is considered academic dishonesty. You need to turn in original writing for each class and assignment
- Any other form of cheating

The above examples represent examples of plagiarism and/or academic dishonesty. 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. It is therefore imperative for students to review the Academic Integrity policy with their Teacher of Record and ensure steps to avoid plagiarism.

Process for Addressing Incidents of Academic Dishonesty

First incident:

If a student is suspected of plagiarism or academic dishonesty in any course:

- The ToR will confirm the student plagiarized or has been academically dishonest.
- If confirmed, student will receive an initial F/zero on the assignment in question. The student will be required to redo the assignment by the following Learning Period meeting for a new grade which will be at the teacher's discretion.
- The ToR will consult with school administration.
- A plan will be created to help the student learn about plagiarism and/or academic dishonesty and how to avoid it in the future.
- Student must view webinar on academic integrity shared by the ToR.
- Student will be issued a BIP if the incident is deemed intentional.

Second incident:

If a student is suspected of plagiarism or academic dishonesty in any course for a second time:

- The ToR will confirm the student plagiarized or has been academically dishonest.
- If confirmed, 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.
- A meeting with the ToR, parent, and school administration will be scheduled to explain the severity of the issue, to provide additional support, and to warn the student that they will be required to retake the course with a passing grade to receive credit for the course.
- Student will be issued a BIP if this is a second occurrence of either plagiarism or academic dishonesty.

Third incident:

If a student is suspected of plagiarism or academic dishonesty in any course for a third time:

- The ToR will confirm the student plagiarized or has been academically dishonest.
- If confirmed, the student will receive an F/zero for the course they plagiarized.
- A meeting with the ToR, parent, and school administration will be scheduled.
- The student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.
- A meeting with the ToR, parent, and school administration will be scheduled to explain the severity of the issue, to provide additional support, and to warn student that they are in jeopardy of being involuntarily withdrawn from the school.
- The student will be issued a BIP if this is a third occurrence of either plagiarism or academic dishonesty.

Grievance Procedure

The following procedure is established to ensure that students' grievances are addressed fairly by the appropriate persons in a timely manner. The school prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion.

If a student is accused of plagiarism, cheating, or other forms of academic dishonesty and the parent/student disagrees:

- 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/appropriate.
- The school administrator will investigate and respond with a written determination within ten (10) working days.
- If the concern or grievance is not resolved, the student and parent/guardian may, within ten (10) working days, request a review with the Executive Director. The Executive Director shall investigate and respond to the student and parent/guardian within ten (10) school days after the review. The decision of the Executive Director will be accomplished by the vote of a simple majority and the decision is final.

Consequences for incidents of academic dishonesty are cumulative and are not specific to one course.

Special Education Students

If the at-risk student is an identified Special Education student, including a student with an IEP, 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 504 plan, the teacher will notify the Assistant Director of Intervention

Excel Academy's Parent Proctoring Policy

Excel Academy considers academic honesty and integrity to be one of its highest values. Assessments are an integral part of the individualized learning plan for all students. It is critical that all assessments are completed *independently* in order to identify areas of strength and

any potential learning gaps. The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors. Our intent is to provide our students and parents/guardians with guidelines to understand what is and is not acceptable when proctoring at-home assessments.

Cheating (Definitions of Cheating)

- To act dishonestly; practice fraud
- To violate rules deliberately

Testing Dishonesty in Grades TK - 6

- Searching the internet to find answers
- Use of teacher manuals or answer keys
- Anyone other than the student reading test questions or passages
 - If a read-aloud option is provided through the online system, this is permitted
- Hinting at correct answers or elimination of answers
- Discussing the content of the test with the student within the testing window
- Use of a dictionary
- Use of a calculator
- Use of a multiplication chart, hundreds chart, or math cheat sheet of any kind

*If Excel Academy has reason to believe that testing results are not an accurate reflection of the student’s abilities, the student may be required to take additional assessments proctored by the ToR.

Testing Dishonesty in Grades 7- 12 (i.e. closed-book quizzes, end of unit tests, mid-term exams, and final exams)

- Use of a calculator when not allowed
- Use of “open-book” testing when not allowed
- Using the internet to find answers
- Use of a dictionary or thesaurus
- Use of teacher manuals or answer keys - if a student’s entire test is identical to the answer key, and zero work is shown, the student may be asked to retake the test.
- Providing hints or clues to the correct answer
- Copying, recording, or taking screenshots of any part of an assessment for future reference
- Sharing or making any part of the assessment public

Accommodations for Students with IEPs or 504 Plans

If the student has an IEP or 504 Plan, the Teacher of Record will contact the SPED Case Manager or 504 Coordinator to receive clear directions on accommodations that should be provided. Similarly, Excel Academy will comply with all provisions of applicable law in addressing any student conduct concerns, including cheating.

Consequences of Non-compliance

As with any other violation of school rules and regulations, consequences of violations may include, but are not limited to, the following:

- Suspension of school funded internet access if provided by school
- Revocation of school funded internet access if provided by school
- Limitations of school funded computer access
- Revocation of school funded computer access
- Disciplinary processes up to expulsion or involuntary withdrawal
- Legal action and prosecution
- Financial liability for loss of internet/computer system

The parent/guardian is responsible to abide by and to ensure the student abides by the provisions and conditions of this policy and that any violations of the above provisions may result in disciplinary action, the revoking of the user account, and appropriate legal action.

The parent/guardian is also responsible to report any misuse of the information system to school administration. All the rules of conduct described in the publication entitled “Internet/Computer Acceptable Use Regulations” apply when on the internet or using the school-owned computer.

Substance Abuse

Excel Academy does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. School administrators are required to take immediate action to prevent, discourage, and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation will receive a BIP and are subject to discipline, up to and including suspension and/or expulsion.

Smoking and the use of all tobacco products, including the use of electronic nicotine delivery systems such as e-cigarettes is prohibited on all Excel Academy property, including any owned

or leased buildings and in school vehicles, at all times by all persons, including employees, students, and visitors.

Child Abuse Reporting

Teachers, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency. (Pen. Code, § 11166.)

Homicide Threat Reporting

The new statutes require any school district employee interacting with students in grades 6 through 12, inclusive, who observes a threat or perceived threat that a student is going to “commit a homicidal act related to school or school activity” to immediately report such threat to local law enforcement. (Ed. Code, § 49393.) Any report of a homicidal threat must include any evidence associated with the threat or perceived threat. If two or more school employees observe the same concerning conduct, a report by one of the employees is sufficient to meet the obligation of all of the employees.

A “threat or perceived threat” is defined by the law as: “any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity.” (Ed. Code, § 49390(e).) A threat or perceived threat may be based on a student’s “possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the pupil.” A threat or perceived threat may also be based on “a warning by a parent, pupil, or other individual.”

If local law enforcement is notified of any threat or perceived threat, SB 906 requires the law enforcement agency or schoolsite police—with LEA support—to immediately conduct an investigation and assessment of the reported threat. The investigation must include “a review of the firearm registry of the Department of Justice” and if justified by reasonable suspicion, a search of the schoolsite. (Ed. Code, § 49394.)

SB 906 mandates each LEA provide parents “information related to the safe storage of firearms” in the required annual notification, which means an LEA’s first disclosure would be required in the upcoming 2023-2024 school year. We recommend the notice be included in a district’s Parent/Student Handbook. (Ed. Code § 49392.)

Independent Study Policy

Excel Academy Charter Schools, which operates Excel Academy Charter School – Helendale and Excel Academy Charter School – Warner (collectively, “EACS” or “Charter School”) offers independent study to meet the educational needs of all students enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. EACS shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days.
2. An evaluation shall be completed to determine whether it is in the best interest of the student to remain in the independent study under the following circumstances:
 - a. In the event that a student misses three (3) assignments during any period of twenty (20) school days.
 - b. In the event the students educational progress falls below satisfactory levels as determined by the Charter School Satisfactory Educational Progress Policy and procedure which considers All of the following indicators:
 - i. The pupils' achievement and engagement in the independent study program, as indicated by the pupils' performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts as determined by the supervising teacher.
 - iv. Progress toward successful completion of the course of study or the individual course, as determined by the supervising teacher.

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

3. The Charter School shall provide content aligned to grade level standards that is substantially

equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation requirements.

- a. For college-bound students, all 15 required courses as determined by the UC or CSU as creditable under the A-G admissions criteria are accessible.
- b. For diploma-bound students, all core courses provide access to A-G approved content in addition to meeting graduation requirements.

4. The Charter School has adopted tiered reengagement strategies for the following:

- a. Pupils not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar;
- b. Pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span;
- c. Pupils who are in violation of the written agreement pursuant to Education Code 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians lack of participation within one school day of the recording of a non-attendance day or lack of participation;
- c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
- e. An Attendance Intervention Meeting (AIM) will be held once a student receives a second Progress Improvement Notification (PIN) to determine if it is in the best interest of the student to remain in independent study. The meeting shall include a review of the pupil's written master agreement, and reconsideration of the independent study program's impact on the pupil's achievement and well-being. If the student and parent/guardian elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and supports.
- f. If the student continues to make unsatisfactory educational progress, then a third Progress Improvement Notification (PIN) will be given and an internal evaluation will be conducted to determine whether it is in the

best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the process outlined in Board Policy 6115 on Attendance, Progress Notification (PIN) and Involuntary Withdrawal.

5. The following plan shall be in place in accordance with Education Code Section 51747 (e) to provide opportunities for both synchronous interaction and live interaction:

- a. Pupils in all grades Tk-12 will have access to their teacher or teachers of record (as designated by Education Code Section 51747.5) for synchronous instruction opportunities as outlined in Education Code Section 51747(e) between the pupil and a Charter School employee or employees for the purpose of maintaining school connectedness. This interaction may take place in person, or in the form of internet or telephonic communication.
- b. For pupils in Transitional Kindergarten through grade 3, inclusive, opportunities for daily synchronous instruction will be provided for all pupils throughout the school year by their teacher or teachers of record.
- c. For pupils in grades 4 to 8, inclusive, opportunities for both daily live interaction (by a Charter School employee) and at least weekly synchronous instruction (by their teacher or teachers of record) will be provided for all pupils throughout the school year.
- d. For pupils in grades 9-12, inclusive, opportunities for at least weekly synchronous instruction will be provided for all pupils throughout the school year by their teacher or teachers of record.

6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: the Charter School will assist the student and family with enrollment in the school district of residence.

7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted herein regarding the maximum length of time

allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.

- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. The student will always be eligible to return to his/her school district. The Charter School will assist with the transition of pupils whose families wish to return to in person instruction from independent study expeditiously, and, in no case, later than five instructional days.
- i. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- j. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee

designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph “caregiver” means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- i. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School’s Act and the State Board of Education regulations adopted thereunder.

The Executive Director may establish regulations to implement these policies in accordance with the law.

Travel Plan

- A Travel Plan is needed for any travel longer than 2 weeks (10 school days).
- Request and receive approval for a travel plan from your teacher 2 weeks (10 school days) prior to any extended family travel.
 - During travel time a student must be attending school and parent/guardian and/or Teacher of Record must be available by phone and/or internet for communication.
- Students cannot be on extended travel longer than four consecutive weeks per semester (30 consecutive days).

Required Courses for TK-8

- Language Arts
- Mathematics
- Social Studies
- Science
- PE

Curriculum and Education Resources

Excel Academy offers quality curriculum options and an extensive list of content and community providers to assist students in attaining excellence in their educational goals. The ToR and family work together to complete a Course of Study for the student, identify curriculum options that will meet the student's needs, and make sure school guidelines and state standards are met. For more information, please visit our [Content & Community Provider Resources page](#). Other enrichment courses and activities can be found using our [Content & Community Provider search tool](#). Parents are encouraged to pursue educational choices that best reflect the academic and social needs of their individual student. Students benefit from learning at home and can take supplemental courses offered through approved Content and Community Providers. Please consult with your ToR to determine a course of study that balances the student's academic and extracurricular interests.

California State & Grade-Level Standards

Excel Academy students must show progression towards and mastery of California State Content Standards in order to remain in the school. 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.

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 non classroom based model, as well as to provide support and evaluative feedback to staff. Observations may occur during any Excel Academy sponsored, funded, or supervised activity including but not limited to virtual meetings, online courses, in-person meetings, enrichment activities, extracurricular activities, and field trips.

PE Requirements

The physical education requirements are:

- 200 minutes per week for 9th-12th grade logs
- 100 minutes per week for 7th-8th grade logs

- 100 minutes per week for 1st-6th grade logs

Students in grades TK-8 may log their physical activities for each LP on a PE log, or complete an assignment representing the learning which took place. High school students must complete a PE log each month along with a brief, written paragraph.

*Please talk with your assigned ToR for further clarification.

Junior High PE grading

100-80 minutes - A

79-60 minutes - B

59-40 minutes - C

39-20 minutes - D

19-0 minutes - F

A log without the written paragraph will be reduced by one letter grade.

High School PE grading

200-160 minutes - A

159-120 minutes - B

119-80 minutes - C

99-40 minutes - D

39-0 minutes - F

A log without the written paragraph will be reduced by one letter grade.

CHYA-California Healthy Youth Act

The California Healthy Youth Act, commonly known as CHYA, is a mandate that requires public schools in the state of California to offer medically accurate, comprehensive sexual health education and HIV prevention to students once in junior high and once again in high school.

For more information on CHYA, please go to: <https://www.cde.ca.gov/ls/he/se/index.asp>.

*If any parent wishes to opt their student out of the CHYA requirement, they may do so with a signed, dated note to their assigned ToR upon enrollment or upon receipt of the annual parent notification letter.

Student Athletes

Student athletes who are interested in using Instructional Funds (IFs) toward their sport must maintain their attendance, grades, and comply with the policy set forth.

- Middle school students must be registered for at least 4 academic courses
- High school students must be registered for at least 5-6 academic courses depending on graduation credits needed and subject requirements fulfilled.

All students must:

- Maintain a minimum GPA of a 2.0
- Attend all LP meetings as scheduled
- Be up-to-date on assigned work

If a student athlete finds themselves in academic distress, they will be required to attend an SST meeting. Also, depending on the severity of the situation **IFs may be revoked from being used towards their sport.

High School

Excel Academy offers a personalized approach to learning where parents are encouraged and supported in choosing curricula from the high school catalog that matches their students' needs, expectations, and rigor in each subject area. With guidance and support from the ToR and the High School Department, parents will be sure to meet California State Standards and provide their student with a relevant course of study for their grade level. Click on [HS Course Curriculum Catalog-23/24](#) to view curriculum choices.

High School Students Admitted 10 days After the School Year Started

All high school students who enroll 10 days after the semester begins will be required to submit in-progress grades from their previous school.

Minimum & Maximum Course Policy

The minimum & maximum course policy is in place to ensure academic success.

- The minimum number of courses that high school students can register for is 5-6 courses per semester depending on the student's respective grade level (see graduation track options below for details).
- 12th graders who have earned 180 credits prior to the start of their senior year, can register for 4 courses per semester, equaling 40 credits for the school year.
- If a student is participating in concurrent enrollment, then a minimum of 4 Excel Academy high school-level courses must be taken each semester they are registered for a college course.
- The maximum number of courses high school students can register for is 8 courses per semester including concurrent enrollment courses.

Adding/Changing/Dropping Courses

Students adding, changing (including curriculum), or dropping a course can only do so within 10 school days of the start of the semester or within 10 school days of enrollment without penalty. 10-day window:

Fall - 8/28/23-9/8/23

Spring -12/18/23-1/16/24

See below for further clarification:

- Courses dropped on or before the 10th school day will not show on the transcript.
- Courses dropped after the 10th school day in the first and/or second semester will receive a “W” on the report card/transcript.
- Courses dropped after 10/20/23 for fall semester or 2/23/24 for spring semester will receive a/an “F” on the report card/transcript.

Withdrawals may only be issued to students who hold a minimum of six courses prior to the withdrawal and wherein the drop will not impact graduation requirements. Seniors carrying five courses may drop to a minimum of four courses as long as they carry sufficient credits to graduate.

Individual CCPs have their own refund policies. Please work with your ToR if you have any questions on this.

Transcripts

Official transcripts should be requested from the Registrar’s office via the [Transcript Request Link](#) at least two weeks prior to deadlines.

Transcript Revision Requests

Excel Academy will revise a transcript due to either a clerical error and or an approved official grade change request. No other transcript revisions will be made, as a transcript is an official document reflecting an individual student’s credits earned and courses completed. Parents requesting a transcript review will need to complete the [Student Transcript Revision Request form](#).

Repeated Courses

Only courses in which grades of a D/F are earned may be repeated. The highest grade will be used in the GPA calculation. *The UC only allows a course to be repeated one time for grade replacement.*

Graduation Requirements

Students are eligible for a diploma when all requirements have been met:

English - 40 credits

Math - 20 credits

Science - 20 credits (1 life/1 physical)

History - 30 credits (1 US/1 world/gov/econ)

VAPA/World Language/CTE - 10 credits

PE - 20 credits

Electives - 80 credits

Total to graduate: 220 credits

1 semester class = 5 credits / 2 semesters/1 year = 10 credits

Graduation Track Options

College Prep Track (UC, CSU, Private) CSU Admissions UC Admissions	Customized Graduation Track (Career, Community College, Military, Trade School)
Freshman Year	Freshman Year
English 9 10 credits	English 9 10 credits
Algebra 1 or Geometry 10 credits	Pre-Algebra or Algebra 1 10 credits
Biology 10 credits	Life Science 10 credits
World Language year 1 10 credits	Elective 10 credits
Physical Education 10 credits	Physical Education 10 credits
Minimum 50 Credits	Minimum 50 Credits
Sophomore Year	Sophomore Year
English 10 10 credits	English 10 10 credits
Geometry or Algebra II 10 credits	Algebra I or Geometry 10 credits
World History 10 credits	Physical Science 10 credits
World Language year 2 10 credits	Physical Education 10 credits
Chemistry 10 credits	World History 10 credits
Physical Education 10 credits	Elective 10 credits
Minimum 60 Credits	Minimum 60 Credits
Junior Year	Junior Year
English 11 10 credits	English 11 10 credits
Algebra II or Pre-Calculus/Trig 10 credits	World Language/VAPA/CTE 10 credits
World Language year 3 10 credits	U.S. History 10 credits
VAPA 10 credits	Elective 10 credits
US History 10 credits	Elective 10 credits
Physics or Env. Science 10 credits	Elective 10 credits
Minimum 60 Credits	Minimum 60 Credits
Senior Year	Senior Year

English 12	10 credits	English 12	10 credits
Academic Elective	10 credits	Government	5 credits
Pre-Calculus or Calculus	10 credits	Economics	5 credits
Government	5 credits	Elective	10 credits
Economics	5 credits	Elective	10 credits
Elective	10 credits	Elective	10 credits
Minimum 50 Credits		Minimum 50 Credits	

Total to graduate is 220 credits - All high school core courses will utilize college-prep curriculum for both the College Prep and Customized Track. The customized graduation track prepares students for meeting the minimum graduation requirements while still receiving access to A-G curriculum options. Families have the ability to work alongside their ToR to build a personalized learning experience and choose from a range of curricular options for their students.

Honors and Awards

Students may receive one of the following GPA-based Awards:

Valedictorian: Student with the highest weighted GPA in their class (after 7 semesters) is eligible to receive the honor of becoming Valedictorian of their graduating class.

Salutatorian: Student with the second highest weighted GPA in their class (after 7 semesters) is eligible to receive the honor of becoming Salutatorian of their graduating class.

Excel Academy recognizes graduates in the following ways:

National Honor Society:

The National Honor Society requires high academic scholarship, service to the community, demonstrated leadership, and high character. Students inducted into the NHS will be recognized during the graduation ceremony.

Golden State Merit:

Per the CDE: The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas. Students who meet this minimum state requirements will be recognized during the graduation ceremony.

Presidential Awards:

The Presidential Awards honor both high educational excellence through the gold award, and high educational achievement through the silver award. Five graduates will be recognized in both the gold and silver categories.

State Seal of Biliteracy:

Per the CDE: The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Students who meet this requirement will be recognized during the graduation ceremony.

College Prep/A-G Explained

For admission to the University of California (UC) or California State University (CSU) systems, a college-preparatory program that prepares students for higher-education is followed. The college-prep track prepares students for college and follows the A-G requirements as put forth by the UC/CSU systems. Students must complete a total of 15 year-long, A-G high-school courses with a grade of C or better—at least 11 of them prior to their senior year. See link: [UC A-G Subject Requirements](#).

Graduating Early: If a student wishes to graduate early, the student's 4-year plan must be reviewed and approved by a School Counselor so that students fully understand the implications of this decision. Students graduating early may require additional credit completion per semester. Any course load above the maximum 8 courses, would require students to complete the remaining courses during summer school. Excel Academy currently does not offer summer school. Students will need to submit summer school transcripts for review and credit completion purposes.

Advanced Course Designation

Below are the eligibility requirements for all advanced course options:

Student must have a minimum 3.0 GPA

Student must show advanced course readiness in their respective core courses and assessments (such as CAASPP, iReady, Excel Academy assessments, GPA, and report-card grade in respective subject)

ToR recommendation (community provider & online provider recommendations may also be submitted for consideration).

Honors Courses

Honors courses are designed to be more in-depth, challenging, and rigorous. High school students may take honors courses with prior written approval. Junior high students may take a high school, honors-level math and/or world language course with prior written approval. The student may submit the course for approval, by following these steps:

- Student requests to register for an honors course
- ToR completes Survey for Advanced Courses
- The Secondary Department will review each request to verify eligibility.
- If approved, all honors courses require a quarterly project - Edgenuity and Florida Virtual are the only providers wherein students will not need to complete additional coursework.
- ToR will assist students in meeting additional honors requirements
- Honors credit will not be issued retroactively
- Up to 8 year-long courses will be eligible for a full-grade percentage bump per course that earns a passing score.

Advanced Placement (AP) Courses

Students may take AP courses through one of our approved online content and community providers with prior written approval:

- Student requests to register for an Advanced Placement course
- ToR completes Survey for Advanced Courses
- High School Department will review each request to verify eligibility
- Excel Academy high school students who wish to take an AP exam should go through their local public high school or visit collegeboard.org for more information on AP test options.
- Up to 8 year-long courses will be eligible for a full-grade percentage bump per course that earns a passing score.
- Transcripts from the online provider may be required to receive credit.

Although many providers advertise AP courses, similar to A-G, Excel Academy must approve any AP course to designate this distinction on the transcript. Courses listed on our [College Board AP Ledger](#) are preapproved. Please see your ToR for curriculum requirements. Additional courses can be taken through the online provider [Florida Virtual School](#). Courses taken through Florida Virtual require oversight from Florida virtual teachers and may require the submission of transcripts to receive credit.

Additional Advanced Course Options

For students wishing to complete a year-long course in one semester (i.e. English 9 A/B), they must choose a curriculum from the High School Course Curriculum Catalog with the exception of in-person provider courses or enroll in a concurrent enrollment course.

- Student requests to register for an accelerated course with their ToR
- ToR completes Survey for Advanced Courses
- HS Department will review each request to verify eligibility
- ToR will aid the student in choosing curriculum that would work for this designation or follow process for concurrent enrollment (see College Readiness section below)

For students who are credit deficient, they may request to complete two courses in the same subject simultaneously (i.e. English 9 A/B and English 10 A/B) if summer school is not an option. They must choose a curriculum from the High School Course Curriculum Catalog with the exception of in-person provider courses.

Junior High Students Taking High School Courses

Qualified junior high students may take up to two, high school-level courses in either math (Algebra 1 or higher math) and/or world language.

Junior high students requesting to take a high school-level math course must meet the following eligibility requirements:

- Take a proctored and approved Algebra 1 or Integrated Math I readiness assessment with a score of 85 or higher.

And at least one of the following:

- Earn an 85% in a pre algebra course using approved pre algebra curriculum
- Earn 'exceeds standards' in math CAASP for the respective year requested
- Score 'At or above grade level' for 8th grade on 'end-of-year' view of local assessment (i.e. iReady)

Junior High students requesting to take a high school-level world language course must meet two of the following eligibility requirements:

- Student earns a "meets standards" on their CAASPP ELA for the respective year requested.
- Student earns an 85% or higher in English on their report card.
- Student completes a middle school LOTE course with an 85% or higher.

- Student demonstrates fluency in reading or writing in a LOTE.
- Student receives a recommendation from their Teacher of Record or former teacher.

All junior high students may enroll in a junior high or middle school level language course using instructional funds. No credit will be given on the transcript.

Junior high students may submit the course/s for approval, by following these steps:

- Student requests to take high school math and/or world language course/s with their ToR
- ToR completes the Survey for Advanced Courses
- High School Department will review each request to verify eligibility
- If approved, the high school course(s) will be overseen by the High School Department
- The course(s) will be indicated on the Master Agreement for credits, not weeks
- If a student wishes to take an honors-level math and/or world language course, in addition to requesting approval for the core course, they must also request for the honors designation. Please refer to the above honors request process. Upon approval for an honors-level math and/or world language course, students must follow Excel Academy honors requirements for this designation. The GPA will not be weighted because these courses do not count toward graduation credits
- Course/s must be approved by the High School Administration. Junior high school students will have to follow the same add/drop policies as high school students (see above policies).
- Transfer junior high students must show proof of current course enrollment from their previous school via their transcript in order to maintain a high school-level course approval.
- *Per the [CA Dept. of Education](#), junior high students who take Algebra 1 or higher math and/or world language courses are still required to complete courses in both the respective high school math and world language required categories while in grades 9th-12th. Thus, high school-level courses taken in junior high do not count towards the 220 credits required for graduation.*

College Readiness

Community College Courses - Concurrent Enrollment Policy

Students may request concurrent enrollment courses by following these steps:

1. Students and parents/guardians discuss concurrent enrollment options with their ToR.

2. ToR will discuss eligibility requirements which include the following: Students must have a minimum 3.0 GPA for academic courses or a 2.7 GPA for elective/vocational courses. Students must show college readiness in their respective core courses (ie. each community college sets their own prerequisites for determining high-school eligibility).
3. School Counselors will only approve college-level courses which are defined as courses that will earn college credit and are either UC/CSU transferable or applicable to earning an Associate's degree or higher. Courses not receiving credit will not be approved.
4. ToR completes Concurrent Enrollment Course Survey.
5. The High School Department either grants or denies approval for a student to take the requested community college course.
6. High School (9th-12th) students must be enrolled in at least 4 Excel classes (20 credits) per semester at Excel Academy to be considered eligible for concurrent enrollment at a community college. Students may take a maximum of 2 community college classes per semester while concurrently enrolled in Excel Academy. This may include one semester-length course and one interim session or two semester-length courses per semester.
7. Middle school (7th-8th) students interested in taking community college courses are limited to math (Algebra 1 or higher math) and/or world language. Please see the [Community College Handbook](#) for grade-level policy per community college.
8. Students must complete and sign the concurrent enrollment form obtained from the community college Admissions office and submit it to the Excel Registrar's office (registrar@excelacademy.education). Please note: The turn-around time for concurrent enrollment approval is 3-7 days depending on wet signature requirements.
9. It is the responsibility of each student to take this signed form back to their respective community college to submit and finalize registration.
10. It is also the responsibility of the student to know the community college's fees, registration, and deadline dates (information can be found on the college's website).
11. If a student's first choice is unavailable and/or if they are unable to register for courses, the student is responsible for informing their ToR and High School Counselor. In this circumstance, students **must** work with their ToR in either finding another course to add to their Master Agreement or removing the course from their schedule. Students need to be aware that if they are unable to register for a late-start college course, then they will be required to enroll in a late-start accelerated high school course with Excel Academy depending on their minimum course count. If an additional community college course is chosen, students must complete and submit an additional concurrent enrollment form to reinstate the process.
12. Students must be aware and adhere to all college rules and regulations.
13. In order to confirm the course will transfer to the university of the student's choice, please consult with a Community College Counselor.

14. Per the Community College regulations, only 5% of Excel Academy students can attend a community college during the summer. Priority approval will be given to those needing courses to graduate.
15. Grades from any concurrent enrollment course will not be reflected on the Excel Academy transcript until the official college transcript has been received and verified. Upon completion of the college course, students are required to send an **official transcript** to the Excel Academy Registrar's office. Upon receipt, the high school transcript will be updated to reflect grades/credits earned. Please send all transcript requests to:

Excel Academy Charter School
ATTN: Registrar Department
1 Technology Drive, Ste. I-811
Irvine, CA 92618

College Unit Conversion Policy

Excel Academy uses the following formula for converting college units to high school credits:

- 3-5 unit degree applicable (UC/CSU transferable) college courses = 10 high school credits
- Most PE courses have been excluded or restricted for concurrently enrolled students, but a 1 unit course such as Dance, if approved by the college would = 5 high school PE credits
- Some college policies state that their world language course content is equivalent to two years of high school world language; however, a maximum of 10 high school credits will be given per community college course
- College-level courses will receive a corresponding GPA bump up to eight respective courses on their transcript
- College courses taken in excess of the minimum Excel Academy graduation credit requirements of 220 credits may not be issued dual enrollment credit. They will receive college credit but may not receive the additional high school credit.
- For a list of community colleges, see our [Community College Handbook](#).

Career Readiness

CTE - Career and Technical Education

Excel Academy offers Career Technical Education (CTE) which provides college preparation and career training for high school students. Career and Technical Education (CTE) is a series of high-school elective courses that provide students with opportunities to explore career pathways and experience hands-on training and education in career fields/sectors that interest them.

Students learn workplace competencies that help make academic content more accessible. Each pathway is a two-year program that consists of a concentrator and a capstone course. Students who complete both courses will receive a Completer recognition. CTE provides the academic and technical skills, knowledge, and training necessary to succeed in future careers.

CTE offerings:

- Health Science: Patient Care pathway
- Marketing, Sales and Services: Marketing pathway
- Education: Child Development pathway

College Entrance Exam Information

PSAT/NMSQT

The Preliminary SAT®/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. The PSAT is a standardized test that provides first-hand practice for the SAT Reasoning Test™. The NMSQT gives students a chance to enter the National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. Administrators and teachers are cognizant of testing schedules, so they can assist students by providing appropriate information. Students register for and attend these tests independent of Excel Academy. Please visit collegeboard.org for more information.

SAT/ACT

The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) and the American College Testing Program (ACT) are standardized tests for college admissions. Most colleges accept either the SAT or ACT exam as part of their admissions process. Students register for and attend these tests independent of Excel Academy. Test dates, registration dates, fees, subject areas tested, practice questions, and scores can be accessed by visiting collegeboard.org for the SAT and actstudent.org for the ACT.

Grading

The grade issued to each student is determined by the course learning environment and overseeing teacher/s. All online and Excel Teacher-Led (ETL) courses will be graded by the course teacher. Any parent-led class will involve collaboration among the parent, ToR, and HQT. See below for further details:

- Online course - the grade will be issued by the online instructor.
- Excel Teacher Led course - the grade will be issued by the Excel teacher.
- Customized course - the grade will be issued by the ToR with collaboration among parent, ToR, and HQT.
- Community College course - the grade will be issued by the college instructor.
- Students taking online classes or classes with an approved CCP need to consult with the online teacher or instructor regarding questions about grades, averages, or course progress. Excel Academy uses a traditional 4.0 scale in determining Grade Point Average (GPA). Credit is only granted for courses that earn a minimum of 60% out of a possible 100%.
- Excel Academy High School Department reserves the right to review final grades with the exception of any non-Excel Academy issued transcript.
- Excel Academy uses a letter-grading system which does not include any Pass/No Pass grades.

High School Prerequisites

Mastery of a certain body of knowledge is necessary if students are to be successful in their courses. Most commonly, such knowledge is measured by successful completion of the prerequisite courses listed in the course description. For graduation purposes, “successful completion” is defined by a grade of “A,” “B,” “C,” or “D” in the prerequisite course. For college preparation and A-G course completion, “successful completion” is defined by a grade of “A,” “B,” or “C” in the prerequisite course. For advanced course prerequisites, please refer to each advance course policy. Grades that are not acceptable are “F,” “I,” or, “NG.” Although Excel Academy will review incoming grades to reflect a “P” or “NP,” the school does not grant a “P” or “NP” for students enrolled in Excel Academy for the duration that requires a grade be given.

How to Clear a Prerequisite

Students enrolling in a course with a prerequisite will be required to do one of the following:

- Complete the required prerequisite course(s) at Excel Academy with a satisfactory grade that is a grade of “A,” “B,” “C,” or “D” respectively.
- Students must present transcripts from another high school, if applicable, to the School Counselor for a transcript review as soon as possible.
- Transcripts must demonstrate satisfactory completion of the prerequisite course; completion of the course with a grade of “A,” “B,” “C,” “D,” or “P” respectively.
- It is at the school’s discretion to accept or deny the request to waive the prerequisite course requirement.

Transfer Credits

Transferable Grades and Credits

Transfer grades and credits received from previous schools/programs will be accepted and applied as needed to meet Excel Academy's graduation requirements. Transfer students who have met EACS graduation requirements prior to the start of the new school year will be referred back to their current school.

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. Costs for translation and external evaluations are sustained by the student.

Students leaving EACS before the end of the semester will earn a progress report indicating a percentage grade or percentage earned from the time of enrollment to exit but will not earn credit, OR a report card with earned grade and credit for any unfinished course.

If a student is given a percentage or provided with a percentage grade upon exiting their previous school, Excel Academy may award the transfer grade by applying a percentage to the amount of work equivalent to what was completed at the previous school or require the student to complete the remaining course requirements. Students who are provided with exit grades without percentages will be awarded a transfer grade equivalent to the amount of work completed at the previous school in accordance with the following scale:

Any A: 90%

Any B: 80%

Any C: 70%

Any D: 60%

Any F: 59%

Physical Education for the High School Student

State law requires 2 years of PE to be completed before a student can graduate.

High school students are required:

1. To complete 400 minutes of PE every 10 school days (approximately 40 minutes per day).
2. To complete a PE log each month (which is available in the Parent Portal), along with a brief, written paragraph.

If a student is unable to participate in physical activities, the student can complete an alternative assignment approved by their ToR. If the inability to participate extends beyond 5 days, a doctor's note will be required. Likewise, for students with serious medical issues, a doctor's note must be provided for proof of inability to do traditional PE. Acceptable options would include a written paper on physical activities/exercises and the benefits to the body or a research paper completed on various forms of exercise such as dance, yoga, or a sport of the student's choice. This will be turned in as the sample at the LP meeting as a replacement to the PE Log.

Please refer to the [PE Requirements](#) section for information about physical education grading.

High School Acceptable Sample Requirements:

There are a variety of ways to show academic progress and proper pacing. The ToR will review the body of work and collect a sampling of this work. Final determination on acceptance may be determined by the Highly Qualified Teacher (HQT) and/or the Teacher of Record.

Here are some suggestions:

- A unit test - strongly prefer that it comes from the publisher or course. All assessments must demonstrate high school-level rigor.
- A final draft multi-paragraph essay or paper on a related topic. Paper must follow MLA formatting rules. Papers/essays are required twice a semester.
- A rough draft of an in-progress paper - a final draft is always preferred and cannot use final draft for future sample.
- A lab write-up (science courses only) - must include title, intro/purpose, materials list, method, data, results, analysis, conclusion, and graphs or figures, if applicable. Refer to the [Lab Report Template](#). Labs are required twice a semester.
- A project/presentation showing significant learning and application
- A book report with critical analysis - may not be simple summary
- A written copy of a student-written speech or an oral presentation
- Answers to a section of chapter questions or a chapter review
- A timeline or map that clearly reflects HS level work/detail
- Another high school-level sample as agreed upon by ToR/parent/student in advance

Driver's Education

High School students can take a Driver's Education course by choosing one of the approved high school course curricula for a total of 5 elective credits. This course prepares students for the writing portion of the driver's permit test; although, completion of the course does not result in a driver's permit. Please note, IFs may not be used for behind-the-wheel instruction, as this is

the responsibility of the parent/guardian. Driver’s License information can be found at the following link: [CA DMV](#).

Diploma

Students will have the opportunity to display a legal name or a preferred name on a diploma using the intent to graduate form. The school considers the diploma to be a ceremonial document, and thus you may enter a familiar or preferred name to be used in lieu of your name of record for this purpose. However, please be advised that in some situations your diploma may need to be used as a legal document, and the name appearing on your diploma may need to match other legal documents you possess. For further information on this, contact the school Registrar.

State Seal of Biliteracy:

In order to be eligible for the State Seal of Biliteracy, students must meet all of the following criteria:

1. Complete all English language arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.
2. Pass the California standards assessment at the “standards met” or above in English language arts (ELA) set for native English speakers at the 11th grade.
3. Demonstrate proficiency in one or more languages—in addition to English—by accomplishing **one** of the following:
 1. Score three or higher on an Advanced Placement (AP) world language examination.
 2. Score four or higher on an International Baccalaureate world language examination.
 3. Score of 600 or higher on the Scholastic Assessment Test II world language examination.
 4. Score at the “proficient” level or higher on a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English.
 5. Successfully complete a four-year high school course of study in a world language and attain an overall grade point average of 3.0 or above in that course of study, **including oral proficiency**.
 6. Per the CDE: In addition to the requirements mentioned above, if the primary language of a pupil is other than English, they shall demonstrate English

proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive (California Education Code Section 51461). If students have a primary language other than English, they must meet the criteria in items 1–3 above and also obtain a score of 4 on the English Language Proficiency Assessments for California Development Test ([ELPAC](#)).

Excel Academy offers a language exam option for students who have no language course or assessment offered at their school through Language Bird. Instructional funds may be utilized to pay for this language assessment. It is each student's responsibility to review yearly assessment dates. Assessments are typically administered once in the fall and once in the spring. Language Bird provides a variety of language assessment options and families will need to review the list as these are subject to change from year to year.

Instructional Funds and Content and Community Provider (CCP) Policies

Excel Academy has a list of community providers who deliver an array of products and services to enrolled families. Currently enrolled parents and ToRs are able to request new community providers. Excel does not accept solicitations.

Content and Community Provider (CCP) must complete the CCP application process. For service CCPs who work directly with Excel students, they must complete Live Scan fingerprint background checks and submit proof of commercial liability insurance. Please understand this is an important step to protect your students. If a CCP does not wish to complete all parts of the application, including the Live Scan fingerprint background check and insurance requirements, the application cannot be approved. Families that join Excel Academy have access to the approved CCP list.

Instructional funds (IFs) are dispersed at the discretion of the ToR and the Student Services Department among approved CCPs.

Educational material CCPs provide educational curriculum, books, materials, and supplies for Excel Academy students. Items ordered should be basic in quality and appropriate to the

student's age, grade, and need. IFs depreciate daily depending on the day of actual enrollment and must be used in the same academic year.

Educational services are provided by a CCP Course Instructor. This person(s) or facility provides academic tutoring, supplemental academic classes, art/music lessons, physical education classes, or other supervised/guided instruction. A service order request does not guarantee placement in a CCP's class. The parent must communicate directly with the CCP to ensure the CCP has open spots in a class.

All purchase orders must be created prior to using services or ordering materials. Excel Academy will not reimburse parents directly. If on a *rare* occasion, a CCP agreement has expired or dissolved, Excel Academy cannot pay for services or materials purchased from them. The ToR will notify families who happen to order something from a CCP such as this.

Additional Documents for Parent Use

- [Ordering Guidelines 23/24](#)
- [Student Services Department FAQ](#)
- [Parent Purchase Order Training 23/24](#)

Find a CCP Near Your Home

Excel Academy has an interactive map tool that allows you to search for CCPs in a specific area. You are able to search by CCP name, subject, or area of service. To view the CCP map, click [here](#).

To use this map follow the simple steps below:

- Enter your search criteria into the appropriate box.
- The list will be populated based on your entry.

Family CCP Agreement

A signed copy of the [Family Content and Community Provider \(CCP\) Agreement](#) must be on file before the family can begin placing purchase orders for services. The ToR will go over the Family CCP Agreement carefully with each parent before signing. The ToR may be asked to produce a copy of the signed Family Content and Community Provider (CCP) Agreement at any time.

Instructional Funds (IFs)

Depending on grade level and date of enrollment, between \$2,900 – \$3,400 will be allotted to each student, with which families can select approved educational materials and services.

Funds may only be used during the school year in which they were allotted and do not carry over from year to year. Use of IFs is up to the discretion of the ToR . Funds are prorated after the first day of the school year.

The IFs are as follows:

Personalized Path

TK-8th \$2,900

High School \$3,400

The IFs are disbursed in multiple allotments:

TK - 8th \$1,450 in August, \$1,450 in November

High School \$1,700 in August and \$1,700 in November

Virtual Path

1st - 8th \$1600

The IF's will be disbursed in multiple allotments:

1st - 8th \$800 in August, \$800 in November

Criteria for Materials That Can Be Purchased with 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.
- All materials must be non-sectarian.
- As a general rule, **basic, economical items/models must be selected**. If the student requires a higher-priced, less than basic item/model, a statement from the ToR justifying the purchase may be required.
- School & office supplies adequate for learning basic course skills (paper, pencils, etc).
- Materials for a documented educational project: fabric, wool, yarn enough for one project (exception: no food purchases allowed.) ToRs are responsible for monitoring the quantities of items purchased.

- Educational software to instruct and enhance learning in a subject area.
- Materials must not expose the ToR or student to danger or serious injury.
- Tracking forms & educational plans are required for certain items.
- School sponsored field trips.
- No more than 2 black printer ink cartridges and 1 color ink cartridge per semester.
- 1 toner cartridge per semester.
- Only 2 reams of paper are allowed per semester per student.
- Organizational items if only intended to be used by the student explicitly for the organization of school supplies.

Disallowed Items:

Disallowed Items: (Please see complete list [here](#))

If a ToR inadvertently orders materials from this list, the ToR will collect the materials and return them to school administration.

Disallowed Items by Category:	Household Furniture	Technology	Personal Items	Kitchen	P.E. Equipment	Art	Outdoors	Music	Dangerous Items
	Furniture	Computer Parts	Toys or items with no educational value	Popcorn Popper	Skis	Epoxy/Resin	Grass Watering Kits	Tuner	Knives
	Storage	Accessories & Software(1)	Personal Hygiene	Trays	Bicycles	Cricuts & Accessories	Garden Ponds	Instrument Stools	Poisons
	Storage containers	Phones	Costumes	Plates	Tricycles	Vinyl	Swimming Pools	Drums	Darts
	Picture Frames	Dictation Equipment	Uniforms	Silverware	Scooters	Heat Transfer Paper	Watering Cans	Electric Guitars	Sharp Items
	Footrest	TV's	Clothes	Food Coloring	Yoga Mats	Wax	Sharp Gardening Kits/Tool Set	Amplifier	Bow & arrows
	Chairs	3D Printers & Filament Refills	Makeup	Basic Kitchen Items	Weights	Wax Stamp Kits	Already grown plants	Cello	Weapons
	Lapdesks	Ink (2)	Jewelry	Kitchen Scale	Gloves	Hot Glue Guns	insect lore (1 per semester)	Harp	Welding Equipment
	Iron	Coding Robots over \$80+	Backpacks	Disposable Gloves	Mitts	Pottery wheels	Bubbles/Bubble Machines	Piano	Explosives
	Bookshelves	VR Goggles	Power Tools	Chef Hats/Hair Nets	Bats	Large Easels		Keyboard over \$75	Weedkiller
	Washer/Dryer		Wrapping Paper	Aprons	Rackets	Dried Flowers			Insect Repellent
			Gift Bags		Helmets				Fertilizer
			Soap Making Kits		Golf Clubs				
			Candles		Paddleboards				
			Fingertip Moisturizers		Gymnastics Equipment				
			Hairspray Bottles		Hockey Equipment				
			Balloons		Pogo Sticks				
			Rolling Whiteboards (3)						
			Household Cleaning Supplies						
			Hand Sanitizers						
			Fidget Toys						
			Rubix Cubes						

- (1) Accessories (ie. Tablet covers) & Software cannot be purchased for non-Excel-owned technology
- (2) Printer ink can only be purchased for an Excel purchased printer (No personal printer ink allowed)
- (3) Whiteboards must be within 48 x 36 inches
- (4) Must be taking an ETL/ VCI Music Class & Needs to be Returned at the end of School Year
- (5) Need to include an explanation for sticker purchase in the internal notes.
- (6) Please explain the reason or need to purchase knitting materials, cannot be purchased in excessive amounts

Disallowed Educational Activities

The following activities are examples of disallowed activities that cannot be paid for with IFs since they impose high liability and/or political risk to the school. Community providers who provide the below services will not be approved.

- Scuba Diving
- Skydiving
- Religious or sectarian, services or materials
- Water/Jet Skiing
- Skiing/Snowboarding
- Aircraft-related activities
- Behind the wheel driver's education/training
- Any motorized vehicle operation
- Extreme sports that expose the student to unnecessary risk: outdoor rock climbing, white water rafting, paragliding, etc.

Additional Guidelines for Specific Items

Excel Academy can only purchase the type of supplies that could be found in a brick and mortar public school. We also cannot pay for high priced/overpriced lessons, classes, or materials. Please refer to the [Disallowed List](#) for a detailed list of disallowed items.

Sectarian Materials

School materials cannot have sectarian/religious content. The Teacher of Record will ensure sectarian/religious materials are not ordered with IFs.

Computer Ordering Policy

Technology Options:

At Excel Academy, we value the use of technology as a powerful educational tool. Therefore, we offer our students a variety of technology options for purchase with IFs. Please be aware that, like all school materials, computers ordered with IFs are property of the school and **must be returned** when a student's enrollment in the school ends.

Technology Policies

- Environmental waste fees and warranties for school owned computers **must** be purchased with IFs.
- All families must have the [EACS Technology Lease Agreement-2023/2024](#) on file and uploaded to SIS under notes with their ToR, **PRIOR** to purchase, to ensure internet safety for students and that internet and computer policies and procedures are followed.

- All accessories and software purchased must be only used for devices issued by Excel Academy. Excel Academy does not assume any liability for accessories and software installed on or used with non-Excel Academy issued devices.
- All Excel Academy issued Chromebooks come installed with GoGuardian, a monitoring and filtering system that allows Excel Academy to block inappropriate or time wasting internet usage, and tracks all student searches and visited websites. Due to this, Excel Academy is notified when a student makes an inappropriate or harmful search, and will contact the parent/guardian to alert them of their student's inappropriate usage of their Chromebook, as determined by the school Principals.
- *Please note that computers don't come with any additional software (e.g. Microsoft Word).
- A list of available technology options may be obtained through your Teacher of Record. All computer orders must be placed according to the options listed on the computer options document.
- One computer or tablet per student TK- 12th grade until the computer is unable to provide adequate support to participate in the educational program and complete assigned work.

Return Policy for Materials Content & Community Providers (CCPs)

An Education Materials CCP is a business that provides curriculum, books, and school supplies. When placing material (EMR) orders, please research and choose wisely with careful consideration. Many CCPs do not accept returns from a school, and funds cannot be returned to individual student accounts. If a return is allowed, shipping costs will be deducted from the student account.

Cancellation Policy

We cannot cancel an EMR order after they are processed and sent to the CCP. Once materials are requested, the Student Services Department will order them and they cannot be canceled. If an order has not been processed and is still in "Pending Status," the ToR can cancel or edit the purchase order in OPS. For VCI orders, CCPs must be notified of cancellation prior to orders being canceled in OPS.

To cancel a purchase order in the prepending stage, you must pull up the purchase order by completing a search. Then click on the drop down menu "**Pending**" and choose "**Canceled.**" Then click "**Update Order.**" If you don't click "**Update Order**" the order will not cancel.

The VCI Cancellation Policy states that classes must be canceled with two weeks notice given to the content and community provider. Excel Academy will not pay for any missed classes with the content and community provider. **Any content and community provider-specific cancellation policies are the sole responsibility of the parent.**

Backordered Items

If the ordering window has closed, the parent cannot request an alternate item for backordered or canceled items. Please complete your orders well in advance of the deadline.

Ordering Deadline

April 12th, 2024 is the deadline for the parents to get PO requests submitted for review. ToRs will submit all approved orders requests no later than April 26th, 2023. After the deadline, no purchase orders can be submitted. IFs do not roll over from year to year. If the IFs are not used by the deadline, the parent will no longer have access to them.

Intervention

The state of California requires every public school to have a *Multi-Tiered System of Support (MTSS)* in place to help students reach state standards. (Link provided: [CDE's Definition of MTSS](#))

WIN Program

The What I Need (WIN) Program provides quality instruction & progress monitoring for students who are performing below grade-level standards. Students are placed in the WIN program based on i-Ready data and ToR proctored assessments.

WIN Online Lessons:

Students are required to complete WIN lessons per the Acknowledgement of Responsibilities signed with the Master Agreement. If students do not complete WIN Lessons, through their chosen intervention, they may receive a Progress Improvement Notification (PIN).

WIN Live (Small Group Instruction):

The *WIN Live program* offers both optional and required small group classes. Students will not receive PINs for *optional* WIN Live classes, but may receive PINs for not attending required WIN Live classes.

Student Success Team (SST)

The Student Success Team (SST) is a problem solving group that meets to develop strategies and interventions to assist an individual student with academic, and/or behavioral needs. The support provided is individualized for each student. The SST sets goals and holds follow-up meetings to closely monitor student progress throughout the year. If you would like an SST meeting for your student, please reach out to your ToR.

504 Plans

Section 504 is a federal law, which prohibits discrimination against individuals with a disability. This law defines an individual with a disability as anyone who exhibits any of the following conditions:

A mental or physical impairment which substantially limits one or more major life activities. The major life activities include, but are not limited to, caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, and/or major bodily functions.

To be covered under Section 504, a student must be between 3 and 22 years of age (depending on the program as well as state and federal law), and must have a disability that *substantially* limits the child in one or more major life activities or major bodily functions. [34 C.F.R. §104.3(k)(2)]

If you have questions regarding 504 Plans, please contact your ToR or the 504 Coordinator, April Saade at asaade@excelacademy.education.

If a student enters Excel Academy with an existing 504 Plan, the plan will be reviewed and confirmed with the student, parent/guardian, and our team. In addition, all 504 Plans will be reviewed annually to ensure they are current and properly meeting student needs.

Special Education

At Excel Academy, we are committed to serving all students, including those with identified special needs. Special education and related services are available at no cost to enrolled students with Individualized Education Plans (“IEPs”) and include a full continuum of services and supports. We receive guidance regarding special education best practices, policies, and procedures from the Sonoma County Charter SELPA. At any point, if parents/guardians or members of a student's school team suspect that a disability is impacting a student's ability to adequately progress within the general education environment, they should contact their ToR for more information regarding the special education referral process.

For more information regarding the Special Education department, please [click here](#) to read the Special Education Handbook.

Certificate of Completion (COC)

Students with identified unique needs related to a significant disability condition are eligible for an alternate High School completion option, per their active Individualized Education Plan (“IEP”). If it is determined by the IEP team that the appropriate High School completion path is a Certificate of Completion (“COC”), the student will be required to meet the following requirements:

1. 30 Credits Language Arts
 - a. Three years/six semesters
2. 20 Credits Mathematics
3. Two years/four semesters 10 Credits Life Science
 - a. One year/one semester
4. 10 Credits Physical Science
 - a. One year/one semester
5. 20 Credits Social Studies
 - a. Two years/four semesters
6. 20 Credits Physical Education (Unless the pupil has been exempted pursuant to the provisions of EC Section 51241.
 - a. Two Years/four semesters
7. 30 Credits Employment, Education, and Life Skills (Minimum five credits/one semester required in each category)

Assessments

Report Cards

Students in grades TK- 12 will receive report cards to document progress and growth following the end of each semester with Excel Academy. The grades administered on the report card are final as determined by the ToR and the administration.

Grading Scales

TK-5 Students

The 4 – 1 grading scale that Excel Academy implements will give parents a clear understanding of student performance and progress.

4 Exemplary: Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. Student is working above grade level and produces outstanding work with little help or reteaching.

3 Proficient: Student consistently demonstrates an understanding of the standards, concepts, and skills taught during this reporting period. Student is meeting grade-level expectations, and able to complete assignments with appropriate amount of instruction and assistance.

2 Approaching Proficiency: Student is approaching an understanding of the standards, concepts, and skills taught during this reporting period. Student is working towards grade-level expectations. Student requires many tools and reteaching to understand concepts being taught, works at a slower pace, or works slightly below grade level at a faster pace.

1 Non-proficient: Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period. Student is working far below grade-level expectations. Student may have difficulty understanding new concepts.

***Please understand that a student who earns a “3” is at grade level and is where he/she needs to be working at this time. A student who earns a “4” is working above grade level and consistently provides excellent work in all areas of the course.**

Grades 6 – 12

Students in grades 6 through 12 will earn grades using the standard A-F scale (see below). Grades will be specific to the grading scale.

*Outstanding performance in mastery of the subject. Achievement of superior quality.

98 - 100 = A+

93 - 97 = A

90 - 92 = A-

*Consistent performance in achievement beyond the usual requirement. Achievement of high quality.

88 - 89 = B+

83 - 87 = B

80 - 82 = B-

*Performance meets grade-level standards and expectations. Achievement suggests sufficient understanding of the subject/course.

78 - 79 = C+

73 - 77 = C
70 - 72 = C-

*Minimally acceptable performance of course-level material. Achievement suggests below-average understanding.

68 - 69 = D+
63 - 67 = D
60 - 62 = D-

*Achievement is at a level insufficient to demonstrate an understanding of the basic elements of the course and will not count towards graduation requirements.

59 and below = F

State and Local Assessments

Standardized Testing

The California Assessment of Student Performance and Progress (CAASPP) is the state-mandated academic testing program. All charter schools are required to administer the CAASPP as well as other state-mandated assessments such as the ELPAC and PFT (Ed. Code, § 47605(c)(1)). CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and career. Following the spring of each year, individual student test score reports are provided to parents. Student score reports will include an overall score and a description of the student's achievement level for English Language Arts (ELA) and mathematics.

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/alternative assessments offered. Students who do not participate in the required assessments will be issued a Progress Improvement Notification (PIN) for each missed assessment. Upon the third Progress Improvement Notification, the student is subject to involuntary withdrawal.

Effective in 2022, when students do not participate in CAASPP testing our charter school will suffer significant penalties when reporting the school's performance measurement on the California state dashboard. Students who do not participate in testing will ultimately be assigned the lowest scale score possible which will hinder the overall performance score of the school. Charter Schools who are designated as low performing are subject to non-renewal. Charter schools exist in a performance-based accountability system where they are held accountable for student academic performance. In fact, a charter school cannot continue to exist without

collecting data on students' performance on a variety of assessments and indicators. When a charter authorizer or county office of education is evaluating whether to approve and/or renew a school's charter petition, "increases in pupil academic achievement" is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2) , 47607(a)(3)(A).) Therefore, it is important during the revocation and renewal processes for a school to gather as much positive academic achievement data as possible to show progress in student performance. Evaluating graduation, attendance, suspension, and English Learner (EL) reclassification rates are also ways to show student progress. However, student participation and performance on state mandated assessments (CAASPP) is the used method, and results are indicated on the California School Dashboard and System of Support. The CA Dashboard is a powerful online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling (<https://www.cde.ca.gov/ta/ac/cm/>). **Please remember that results and attendance from all state tests are directly tied to school funding per recent LCFF legislation and are an integral part in maintaining partnerships with our chartering school districts. At Excel Academy, our priority is always our students and sustaining longevity in the incredible model we offer to our families.**

If you have any questions, please contact Excel Academy's Director of Assessment and Accountability, Jenny Craig at jcraig@excelacademy.education.

English Language Proficiency Assessments for California (ELPAC)

The English Language Proficiency Assessments for California (ELPAC) is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate assessments: one for the initial identification of students as English Learners (ELs) and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of English language proficiency (ELP) (cde.ca.gov).

- Grades K-12
- English Learners only
- Test Administration
 1. Initial Identification - When student enrolls with Excel Academy - Dates and Locations TBD (Assessment will be administered by trained proctors.)
 2. Annual Summative Assessment - Beginning in the Spring (Assessment will be administered by trained proctors.)
- Results are provided by the California Department of Education and sent to the school. Once received, parents will receive a letter explaining student score reports. Parents may also access test results through the parent portal.
-

***See [Title I & Title III](#) section for more information on English Learner Curriculum*

Criteria for Reclassification to Fluent English Proficient (RFEP)

In order to be reclassified to fluent English proficient (RFEP) and exit the EL program, students must meet the following criteria:

- Minimum ELPAC overall score of 4
- Teacher Evaluation
- Parent Approval
- CAASPP - Smarter Balanced and/or Local Assessments can also be used in determining student readiness for redesignation

CAASPP - California Assessment of Student Performance and Progress

California Science Test (CAST) – Computer Based Assessment

- The California Science Test (CAST) is an online test based on the California Next Generation Science Standards (NGSS).
- Participation in the CAST is required for all students in grades five and eight and for the pre-selected high school grades.
- All local educational agencies (LEAs) with eligible students in grades five and eight will administer the CAST. LEAs with eligible students in high school (i.e., students in grades ten, eleven, or twelve) will be pre-selected to participate in the spring assessment. The CAST uses the current California Assessment of Student Performance and Progress test delivery system and will only be administered online (www.caaspp.org).

Smarter Balanced Assessment Consortium (SBAC) – Computer-Based Test

With new state standards, students are working harder, thinking more critically, and applying their learning to the real world. To measure these new standards, educators from states using Smarter tests have worked together to develop new, high-quality tests in English and math for grades 3–8 and 11. Using computer adaptive technology, the tests are customized to every student (smarterbalanced.org).

- Grades 3 - 8 and 11
- ELA and Math – Computer Adaptive Tests (CAT)
- ELA and Math – Performance Tasks (PT)
- CAASPP - SBAC spring testing - Dates and Locations TBD
- Information for the SBAC ELA/MATH/CAST will be emailed to parents in early spring.
- Technology usage by students is prohibited in the designated testing rooms.
- During testing, cellphones are highly discouraged, and *no* electronic devices are allowed at the test sites, including smart watches.

- If testing in person, parents are notified when students have completed testing by a proctor at the site.
- If testing in person, parents are welcome to stay in the waiting area at most sites, but are not allowed in the testing rooms.
- If testing is in person, a Photo ID may be *required* at pick-up.
- If testing in person, siblings picking up students **MUST** be old enough to have a photo ID and must be identified at the time of check-in.
- If testing in person, students may bring water and lunch to testing in a clear bag. Backpacks are not allowed.
- Students will be encouraged to take breaks during testing (i.e. restroom and snack breaks).
- Parents **MUST** review this information with their students.

Testing Resources

For additional information regarding assessments, please refer to Excel Academy’s website under *Assessments*. For **CAASPP AND ELPAC practice tests**, please refer to the *Assessment* tab.

Smarter Balanced Assessment Consortium (SBAC) and the California Standards Tests (CAST) for Science

There are four major types of questions that students may see: multiple choice, multiple response, short answer, and performance assessments. We encourage you to explore and discuss the practice tests with your students. Please note that some of the practice tests do not provide answers or a score; however, it does provide your students with the experience of navigating through a sample test session, which is important to practice.

Additional Resources:

- Utilize the i-Ready personalized lessons to strengthen skills and close learning gaps.
- EACS test prep packets are provided to students in grades 3-8, and 11 in ELA and math.
- EACS virtual test prep sessions will be offered in February and March.

Physical Fitness Test (PFT)– California

The PFT provides information that can be used by (1) students to assess and plan personal fitness programs, (2) teachers to design the curriculum for physical education programs, and (3) parents and guardians to understand their children's fitness levels. The program also provides results that are used to monitor changes in the physical fitness of California students. By law

(Education Code (EC) Section 60800) public schools are required to administer the PFT annually to all students in grades 5, 7 and 9 (cde.ca.gov).

- Grades 5, 7, and 9
- Dates vary in the spring - Your ToR will provide all necessary information and details regarding testing
- The PFT is administered by ToRs who will provide Excel Academy's Director of Assessment and Accountability with the results for each student tested.
- Students with testing accommodations will have them outlined in their IEPs or 504 Plans.
- If a parent states a student needs additional support, the ToR will need to notify the Director of Assessment and Accountability to verify accommodations.

Testing Includes:

1. Aerobic Capacity – One Mile Run
2. Abdominal Strength and Endurance – Curl Up
3. Upper Body Strength and Endurance – Push – Up
4. Trunk Extensor Strength and Flexibility – Trunk Lift
5. Flexibility – Shoulder Stretch
6. Recording of Height and Weight

*The Healthy Fitness Zone standards are available at the following California Department of Education Website: [FITNESSGRAM: Healthy Fitness Zone Charts](#).

i-Ready Benchmark Assessments – Computer-Based Tests

i-Ready benchmark assessments are adaptive diagnostic tests that will indicate mastery and identify learning gaps for students in grades K-11. This required assessment will be proctored virtually in the fall, winter, and spring by the ToRs to provide staff and parents pertinent knowledge to assist with academic support and guidance, and in the spring, to determine growth and goals prior to state testing.

- Test Administration *** (ToRs will send out specific information regarding the available test sessions.)
 - Testing window #1 - Begins on September 5th for ALL K- 11th GRADE STUDENTS
 - Testing window #2 - Begins on November 6th for all *WIN AND SHORELINE STUDENTS (REQUIRED) & THOSE WHO CHOOSE TO TAKE A MID-YEAR ASSESSMENT
 - Testing window #3 - Begins on March 4th for ALL K - 11th GRADE STUDENTS

- The benchmark assessments will be administered virtually by the ToR within the set testing window, unless a different method or timing of administration is required per the student's active IEP or 504 Plan. Newly enrolled students will be required to take the i-Ready assessments upon enrollment.
- ToRs must make sure each student on their roster (grades K-11) has completed the assessments within the set testing windows. Individualized follow-up lessons will be automatically created for students once the assessments are completed. These lessons are highly encouraged for additional support to promote growth and progress for students scoring in 8th grade or below. Ask your ToR for specific details.
- Students who test without ToR supervision will need to retake the assessment(s).

*iReady requirements for Shoreline and WIN students will be discussed directly with the parent. There will be a required mid-year i-Ready assessment to check student progress.

Student Testing Participation Requirement

All students currently enrolled in Excel Academy are required to participate in the aforementioned tests (where applicable). **Failure to participate or satisfy assessment requirements will result in PINs being issued to the student.** Alternative paper pencil assessments are subject to be given virtually by the ToRs only if in-person meetings/testing sites are not in place. Please refer to Excel Academy's PIN Policy.

High School Assessments

Final exams - If a high school course requires a final exam, the ToR will proctor the exam.

Field Trips

Excel Academy offers a wide variety of field trips and community events. Field trips may consist of historical reenactments, plays, musicals, libraries, museum tours, and so much more. Excel Academy's Field Trip Coordinator will be working throughout each school year to provide engaging, interactive, and educational opportunities for students and parents to participate in and around their community. Participation on the part of students and parents is optional. Excel Academy does not provide transportation to and from these events. Parents/Guardians must be in attendance with their student(s) on Excel Academy field trips and at events. The out-of-pocket parent/non student sibling (not of school age)/student tickets must be paid during registration. If students are using IFs, the amount will be removed at the close of the registration window.

California Education Code Section 35330(d) *All persons making the field trip or excursion shall be deemed to have waived all claims against the district, a charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.* **ARTICLE 13. Excursions and Field Trips [35330 - 35332]**

Instructional Funds for Field Trips

Students may use IFs to register for field trips. Your ToR will be notified to pull those funds at a later time. Please take note of the amount that will be pulled and make sure you have funds to cover the trip. If you do not have enough funds, you will need to pay out of pocket or forfeit your spot.

Students who use IFs for field trips must provide evidence of learning to their ToR for that day. This evidence can be used as a work sample for that learning period.

Refunds

There will be no refunds for purchased tickets once the registration and/or deadline has closed, and no late registrations are honored. Please reach out to your ToR with any questions regarding field trips and registration deadlines. If a field trip or event is canceled, Excel Academy cannot guarantee a refund nor guarantee the same field trip will be rescheduled. Any refund extended to Excel Academy will be given to families.

Clubs, Programs, & Parent Opportunities

eSports

Excel Academy's eSports club focuses on sportsmanship, honor, respect, self control, self respect, as well as mutual respect for other gamers. Students in grades 9-12 who are interested in improving their gaming skills and competing in a fun, online environment are welcome to join.

The evidence is in, eSports is a fast growing industry! Colleges are looking for students with eSports experience. Additionally, playing video games can sometimes be isolating or played with people we don't know. This club helps to build student relationships under the advisement of a credentialed Excel Academy teacher.

Parent Advisory Committee

Excel Academy sponsors a Parent Advisory Committee (PAC), comprised of parents from the Excel Academy community, which meets regularly as is dictated by Excel Academy and serves to address and recommend changes to the Excel Academy Administration regarding specific areas of school operations and community. This includes but is not limited to:

- Curriculum/Instruction/Assessment
- Community Connection and Events
- Fundraising and Grants
- School Program Development

The PAC shares information about the school with the parent community, invites feedback and ideas from the parents on the school, and involves students in the school conversation. Dates of future meetings will be posted at least one month in advance. Certificated and classified staff members are welcome and encouraged to attend if their duties permit. PAC is chaired by the Excel Academy Director or their designee.

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. This ensures that Excel Academy staff members practice open and positive communication with families. To that end, we welcome any inquiries into parent participation in the committee. Please use the following link to provide parent feedback:

[Click here to complete the PAC feedback form.](#)

Student Council

Excel Academy Student Council is a program for students from grades 9-12 that develops, strengthens, and encourages students to become everyday leaders. Students meet virtually every two weeks and are trained on how to develop characteristics of a successful leader and apply these skills to their own life. Student council members help develop quarterly events such as our annual beach clean-up day as a way to give back to the community. These students choose to take the next step forward in maintaining Excel Academy's high standards and dedication to serving our families well.

Leaders are not one-size fits all, and whether you are quiet and more introverted, or enjoy talking with everyone, there are many leadership opportunities for every student.

Theater Arts

The Excel Academy Theater Arts program is a new and exciting program for students of all ages! Each week students delve into the captivating world of theater, dance, and voice. In a supportive and engaging atmosphere, students will not only have a blast, but also forge lasting friendships

and enjoy the countless rewards of a well-rounded theater education. At the end of each semester, they'll showcase their newfound skills in a dazzling musical theater production, complete with costumes, sets, stage lights, and resounding applause.

A theater education fosters creativity and self-expression, empowering students to confidently explore their unique artistic voice. Additionally, it cultivates essential life skills such as self-confidence, teamwork, communication, and empathy. Most importantly, participation in EACS Theater Arts provides the opportunity to meet other Excel families and be a part of this nurturing, artistic community.

Work Permits

Students interested in requesting a work permit must comply with Excel Academy's policy.

- Maintain full-time enrollment at Excel Academy (5 or more courses)
- Maintain attendance (attend classes on a regular basis and attend all Learning Period meetings with ToR, etc.)
- Maintain a 2.0 GPA average
- Display acceptable behavior in school and out of school
- Submit all coursework samples on time each Learning Period.

*New students must provide current report cards and/or official transcripts, behavior records, and attendance records from previous school.

General Work Permits:

All students under 18 years of age that would like to obtain a work permit shall follow these directions (not for Entertainment Work Permits, see the directions below for Entertainment Work Permits).

- Parents may print the B1-1 form (Statement of Intent to Employ a Minor & Request for a Work Permit) from their parent portal.
- Parent/student must complete their sections on the document, and then have the employer complete their section, prior to emailing it to Excel Academy for authorization.
- All parent and employer sections must be completed for Excel Administration to review
- Once the document is completed by the above mentioned parties, student will email it to Excel Academy's Registrar office: registrar@excelacademy.education.

*Parents/students must adhere to the state and federal laws that pertain to child labor as well as the school policies mentioned above.

Entertainment Work Permits:

- Application to work in the entertainment industry can be found on the CA Dept. of Industrial Relations website <https://www.dir.ca.gov/DLSE/OnlinePermits.htm>.
- Parent/student must complete their sections on the document and then email it to Excel Academy's Registrar office registrar@excelacademy.education.

*Parents/students must adhere to the state and federal laws that pertain to child labor as well as the school policies mentioned above.

Outline of Violations that May Result in Involuntary Removal

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 submitted by the due dates established in the independent study Master Agreement. The assigned teacher subsequently assesses the student's work to determine whether the time value ascribed to the assigned educational activities amount 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.

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>

Behavior

Excel Academy takes behavior violations seriously and will not tolerate inappropriate behavior. Students who cheat, cause disruption in Excel Academy classes or events, use inappropriate language, demonstrate dishonesty, or plagiarize will receive a Behavior Improvement Plan (BIP) and are subject to consequences such as failing a class. Repeat offenses of these violations may result in involuntary withdrawal.

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. A list of these offenses are outlined in Education Code Section 48900 et seq., and are detailed in Excel Academy's charter petition.

Behavior Improvement Plan (BIP)

Excel Academy will issue a Behavioral Improvement Plan for a student if they violate Excel Academy's behavioral standards. The consequence of violating these behavioral standards as outlined in the BIP, may lead to suspension or from Excel Academy.

For students who commit violations such as dishonesty, cheating, disruption, and inappropriate language, a BIP will be issued with consequences individually designed to help restore the individual student back into good standing with the school. These include but are not limited to a family meeting with the Teacher of Record and Administration, reflecting on the violation, creating a plan of action for redirecting future behavior, writing a letter of apology, rewriting an assignment in question, removal from extra-curricular and/or co-curricular opportunities, removal from the National Honor Society, and/or an in-school suspension.

For students who commit plagiarism, the first offense will result in a zero on the assignment until the behavior is corrected. For the second offense, the student will be removed from the

class and will receive an F in the course. If a student earns an F in a course that is required for graduation, then they will be required to repeat this course for credit. Any subsequent offenses will be dealt with on a case-by-case manner.

Violations that may result in suspension or immediate involuntary withdrawal are included in the school's charter petition.

Excel Academy has reviewed Education Code Section 48900 et seq., which describes the non charter schools' list of offenses and procedures to establish its procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as EACS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. EACS staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Acknowledgement Of Responsibilities (Personalized Path)

I, the student, agree to:

- The terms as outlined in the Master Agreement.
- Complete coursework as outlined in the Master Agreement and as assigned by the credentialed Teacher of Record (ToR).
- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions, including virtual forums. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable and may result in a Behavioral Improvement Plan (BIP).
- Participate in a full academic school day, with the following average hours as guidelines: Tk-K: 4-hour school day, Grades 1st -8th 5-hour school day, Grades 9th-12th 6-hour school day.
- Attend all required meetings scheduled throughout the school year. If virtual, attend the meeting with my camera on and engage with those in the meeting.
- Arrive promptly and come prepared to each Learning Period (LP) meeting with the body of work assigned by the ToR in the pacing guide/AWR. All school work should

be complete and legible, with clear feedback/grades provided.

- If I take an ETL course, I will attend with my camera turned on showing my face during class time and abide by all online school expectations. If my behavior does not comply with school expectations, I may receive a BIP.
- Stay on pace to complete my assignments each week. Should I need additional support, I will request it from my ToR.
- Complete intervention requirements (WIN, and other), if assigned.
- Complete English Language Development (ELD) curriculum, if assigned.
- Complete all required assessments, including the following: CAASPP (ELA, math, and science), i-Ready Diagnostic Assessments, grade-level paper/pencil benchmark assessments, Physical Fitness Testing (PFT), Initial and Summative ELPAC assessments, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments.

** Failure to complete mandated school-wide assessments may result in Progress Improvement Notifications (PINS) being issued. Please see the Parent Handbook for a description of the Progress Improvement Notification (PIN) process.*

I, the parent/guardian agree to:

- Prompt, timely, and effective communication with my ToR within 24-48 hours school days of being contacted.
- Provide any necessary documentation or information to the school in order to record attendance in compliance with applicable law.
- Provide Excel Academy with in-progress grades if my student enrolls 20 days or more after the start of the semester and understand that in-progress grades will be combined with grades earned at the previous school to award the final semester grade.
- Provide Excel Academy with a copy of either an unofficial or official transcript.
- Provide the school with all required documentation for continued enrollment, such as proof of residency.
- Provide transportation to my student's scheduled meetings and school assessments.
- The daily teaching, monitoring, verification, and assessment of all subjects/courses outlined in the Master Agreement.
- Attend LP meetings at a mutually agreed upon location with all necessary paperwork, including the body of work for each subject/course assigned on the pacing guide.
- Ensure the student's coursework aligns with grade-level content standards, including all necessary components of each subject area. If the ToR finds that the student's course of study is missing key content standards and provides additional assignments/curriculum, the parent is responsible to ensure that content is covered.
- Be responsible for the adequate academic progress of my student as determined by the ToR.
- Provide submitted work samples upon request every 5 school days to the ToR or

administrative staff at Excel Academy.

- Attend all LP meetings during the designated LP week scheduled by the ToR. If a make-up meeting is scheduled by the parent/guardian, it needs to take place within 5 school days of the original meeting. If this does not occur, a PIN may be issued. Parents/guardians that reschedule more than twice per calendar year may be subject to a Progress Improvement Notification (PIN).
- Attend all required school meetings with the student, including but not limited to, Learning Periods, high school planning, SST, 504 Plan, etc., on time and as scheduled, notifying school personnel at least 24 hours prior if cancellation or change is necessary.
 - Failure to do so for a period of 5 school days or more, will result in a Progress Improvement Notification (PIN).
 - If any school meeting is held virtually, I agree to show my face and my student's face on camera during the meeting.
 - Utilize the pacing guide provided by the ToR. The ToR will base the amount of learning that took place during the Learning Period (LP) off of the provided pacing guide.
- Acknowledge that if my student takes an ETL course, they must attend with their camera turned on and show their face. Any communication in the chat will be on topic, follow school policies, and be appropriate for the school setting.
- Monitor my student's behavior in all school-related classes or activities.
- Complete mandated school-wide assessments such as: CAASPP (ELA, math, and science), i-Ready Diagnostic Assessments, grade-level paper/pencil benchmark assessments, PFT, Initial and Summative ELPAC assessments, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments.
- Support my student in completing intervention requirements (WIN or other) if assigned.
 - Failure to complete interventions for a period of 5 school days or more may result in a PIN.
- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions. I understand that my participation in school functions is a privilege which may be revoked if my behavior is not acceptable.
- If my student is a designated English Learner, the student will complete the ELD curriculum and ELPAC (English Learner Proficiency Assessments for California), as required by law.
- If my student uses instructional funds for tutoring services, the tutor input does not supersede my responsibility for the day-to-day instruction and progress monitoring of my student.
- Acknowledge and understand approved PO (Purchase Order) requests for VCI courses/classes are approved for participation only on instructional days during the current school year.
- Request support from my student's assigned ToR when needed.
- High school students or students taking high school-level coursework must actively

attempt and complete at least 25 credits per semester (20 credits at Excel Academy if the student is participating in concurrent enrollment).

- Upon disenrollment, involuntary withdrawal, or the designated due date, all school purchased materials will be returned to Excel Academy. All materials are the property of Excel Academy and are on loan to the student while enrolled at Excel Academy. If any materials are damaged or lost, I may be required to pay the full replacement costs of such items.
- The charter school has an obligation to provide a Free Appropriate Public Education (FAPE) to every student with an Individualized Education Program (IEP). If my student has an IEP and does not access the special education and related services as outlined in the IEP, the charter school will contact me to schedule an IEP team meeting. The IEP team will discuss the reasons for missed or canceled sessions as they relate to the student's unique needs. Parent participation is expected to address the student's access to necessary support and services.

** Teacher of Record responsibilities are outlined in the Student/Parent Handbook*

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

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

Acknowledgement Of Responsibilities (Virtual Path)

I, the student, agree to:

- The terms as outlined in the Master Agreement.
- Complete coursework as outlined in the Master Agreement and as assigned by the credentialed teacher.
- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions. I understand that my participation in school functions is a privilege which can be revoked if my behavior is not acceptable.
- Participate in a full academic school day, with the following average hours as guidelines:
Grades 1st-8th 5 hour school day.
- Attend daily classes and agree to turn my camera on showing my face during the class time and abide by all virtual path expectations. If my behavior does not comply with school expectations I may receive a Behavior Improvement Plan (BIP). Three or more unexcused absences will result in a Progress Improvement Notification (PIN).
- Attend all required classes, conferences and meetings scheduled throughout the school year with my camera on and engage with those present in the meeting. Arrive

promptly and come prepared each school day to submit or complete assignments as directed by the classroom teacher. Submitted work should always be complete and legible.

- Complete intervention requirements (WIN, and other), if assigned.
- Complete English Language Development (ELD) curriculum, if assigned.
- Stay on pace to complete my assignments each week. Should I need additional support, request it from my teacher. Complete all required assessments, including the following: CAASPP (ELA, math, and science) , i-Ready Diagnostic Assessments, grade-level paper/pencil benchmark assessments, Physical Fitness Testing (PFT), Initial and Summative ELPAC assessments, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments.

** Failure to complete mandated school-wide assessments may result in Progress Improvement Notifications (PINS) being issued. Please see the Parent Handbook for a description of the Progress Improvement Notification (PIN) process.*

I, the parent/guardian agree to:

- Prompt, timely, and effective communication with my child's teacher within 24-48 hours school days of being contacted.
- Provide any necessary documentation or information to the school in order to record attendance in compliance with applicable law.
- Provide the school with all required documentation for continued enrollment, such as proof of residency.
- The daily support of the monitoring, verification, and assessment of all subjects/courses outlined in the Master Agreement.
- Attend two scheduled conference meetings at a mutually agreed upon time and location with all necessary paperwork.
- Be responsible for supporting the adequate academic progress of my student as determined by the teacher. Provide submitted work samples, upon request of the teacher or administrative staff at Excel Academy.
- Provide transportation to my student's scheduled in person meetings and in person school assessments.
- Attend all scheduled meetings throughout the school year as scheduled by the teacher and/or staff at Excel Academy. If a make-up meeting is scheduled by the parent/guardian, it needs to take place within 5 school days of the original meeting. Parents/guardians that reschedule more than twice per calendar year may be subject to a Progress Improvement Notification (PIN).
- Address questions outside of live class time to avoid disrupting the class. Parents/guardians that continue to disrupt the class may be subject to a Progress Improvement Notification

- Attend all required school meetings with the student, including but not limited to, conferences, SST, 504 Plan, etc., on time and as scheduled, notifying school personnel at least 24 hours prior if cancellation or change is necessary.
 - When any school meeting is held virtually, I agree to show my face and my student's face on camera during the meeting.
 - Utilize the lessons and resources provided by the teacher. The teacher will base the amount of learning that took place during the Learning Period (LP) from participation and work completed.
 - Failure to do so for a period of 5 school days or more, may result in a Progress Improvement Notification (PIN).
- Monitor my student's behavior in all school related classes or activities.
- Complete mandated school-wide assessments such as: CAASPP (ELA, math, and science), i-Ready Diagnostic Assessments, grade-level paper/pencil benchmark assessments, PFT, Initial and Summative ELPAC assessments, Algebra 1 Readiness Assessment (students entering Algebra I only), intervention assessments, and course assessments.
- Support my student in completing intervention requirements (WIN or other), if assigned.
 - Failure to complete interventions for a period of 5 school days or more, can result in a PIN.
- Provide Excel Academy with in-progress grades if my student enrolls 20 days or more after the start of the semester and understand that in progress grades will be combined with grades earned at the previous school to award the final semester grade.
- Conduct myself in a respectful, responsible, and safe manner at all Excel Academy functions. I understand that my participation in school functions is a privilege which can be revoked if my behavior is not acceptable.
- If my student is a designated English Learner, the student will complete the ELD curriculum and ELPAC (English Learner Proficiency Assessments for California), as required by law.
- If my student uses instructional funds for tutoring services, the tutor input does not supersede the day-to-day instruction by the teacher or parent support provided to monitor progress
- Request support from my student's assigned teachers as needed.
- Upon disenrollment, involuntary withdrawal, or the designated due date, all school purchased materials will be returned to Excel Academy. All materials are the property of Excel Academy and are on loan to the student while enrolled at Excel Academy. If any materials are damaged or lost, I may be required to pay the full replacement costs of such items.
- The charter school has an obligation to provide a Free Appropriate Public Education (FAPE) to every student with an Individualized Education Program (IEP). If my student has an IEP and does not access the special education and related services as outlined in the IEP, the charter school will contact me to schedule an IEP team meeting. The IEP team will discuss the reasons for missed or canceled sessions as they relate to the students unique needs. Parent participation is expected to address the students' access

to necessary supports and services.

** Teacher of Record responsibilities are outlined in the EACS Handbook*

We, the undersigned, read, understand, and agree to comply with all agreements and policies located in the parent/student handbook.

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

Progress Improvement Notification Procedures

Excel Academy has procedures in place to address violation(s) of school policies and student discipline when it comes to academic progress and behavior issues. These processes are categorized as Progress Improvement Notification (PIN) or a Behavior Improvement Plan (BIP) and detail how Excel Academy addresses a variety of respective infractions.

Progress Improvement Notification Policy

First Progress Improvement Notification (PIN)

If a parent or student fails to meet the responsibilities outlined in the Master Agreement, Acknowledgement of Responsibilities (AOR), or Independent Study Policy, the school will send a letter to the parent/guardian informing the family that the student/parent has failed to meet the minimum standards of independent study and/or the governing Board policies. The letter will include the reason for the notification so the parent/guardian and student are aware that they are not fulfilling their responsibilities with the school.

Excel Academy defines a missed assignment as anything that fails to meet the Acknowledgement of Responsibilities (AoR) as related to academic progress and may include but are not limited to the following infractions: missing a scheduled meeting, failing to communicate with the Teacher of Record or other school personnel, failing to meet adequate academic progress, lacking adequate work samples, and/or failing to sign required documents.

The reason for the notification is outlined in the PIN letter, per the credentialed ToR, and the student must complete the assignment within the designated time frame.

Verification of completion of the identified assignment is required to ensure the student is making progress and meeting their goals.

If the reason for the notification is that the parent/guardian or student did not attend a Learning Period meeting, a follow-up Learning Period meeting must occur within five school days.

Second Progress Improvement Notification (PIN) - Attendance Improvement Meeting (AIM)

If a parent or student fails to meet the responsibilities outlined in the Master Agreement, Acknowledgement of Responsibilities (AOR), or Independent Study Policy for a second time within the same school year, the school will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the governing Board policies. The letter will include the reason for the notification so the parent/guardian and student are aware that they are not fulfilling their responsibilities with the school.

An Attendance Intervention Meeting (AIM) may be held with the school's educational team within five days. The purpose of the AIM will be to review the student's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the evaluation for satisfactory progress as defined by the Board policy. If the student and parent/guardian elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and support.

If the reason for the notification is that the student failed to complete an identified academic assignment outlined in the PIN letter per the credentialed ToR, the student must complete the academic assignment.

If the PIN was issued due to a missed LP meeting, a follow-up meeting must occur within five school days of the missed meeting. This meeting will take place to ensure the student has begun making satisfactory progress. If the parent/guardian or student does not attend the scheduled Attendance Intervention Meeting (AIM), the meeting will be held with the teacher and school designee, and a third PIN may be issued for failure to attend the required AIM meeting.

If the student is served under a Section 504 Accommodation Plan and the Attendance Intervention Meeting (AIM) suspects that the area identified for improvement in the PIN may be related to the student's disability, a Section 504 meeting may be scheduled in lieu of an Attendance Intervention Meeting (AIM).

Third Progress Improvement Notification (PIN) - Internal Evaluation

If a parent or student fails to meet the responsibilities outlined in the Master Agreement, Acknowledgement of Responsibilities (AOR), or Independent Study Policy for a third time within the same school year, the school will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the governing Board policies. The letter will include the reason for the notification so the parent/guardian and student are aware that they are not fulfilling their responsibilities with the school.

When any student fails to complete three (3) identified assignments (or fails to meet the responsibilities in the Master Agreement, Acknowledgement of Responsibilities (AOR), or Independent Study Policy three times) in a school year, the Principal or designee shall conduct an internal evaluation to determine whether it is in the best interest of the student to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent study, the student may be removed in accordance with the process outlined below.

Involuntary Withdrawal Policy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after three (3) missed identified assignments, an internal evaluation is held by the Principal 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 withdraw the student after the Charter School follows the requirements outlined in the Progress Improvement Notification 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.

Procedures

Grounds for Involuntary Withdrawal of Students

As used herein, "involuntarily withdrawn" includes disenrolled, removed, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as outlined in the petition. Students may be involuntarily withdrawn for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement, Acknowledgement of Responsibilities (AoR), and the Independent Study Policy, pursuant to Education Code Section 51747(c)(4).

Withdrawal Procedures

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/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, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily withdrawn and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be withdrawn until the Charter School issues a final decision.

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.

Written Notice to Withdraw

The Executive Director or designees shall send written notice of the decision to withdraw, including findings of fact, to the student and student's parent/guardian. This notice will also include: (a) notice of the specific violation committed by the student;

Special Procedures for the Consideration of Involuntary Withdrawal of Students with Disabilities

1. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of any decision to change the placement of a child with a disability due to violation of the Master Agreement or independent study policy, the Charter School, the parent, and relevant members of the IEP team or 504 team shall review all relevant information in the student's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

- a. Review the student's IEP and determine if the student requires any additional supports, goals, or services to address the behavior(s) in question; and
- b. Return the child to the placement from which the child was withdrawn, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the IEP.

The IEP team may also:

- 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.

If the Charter School, the parent/guardian, and relevant members of the IEP team or 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 or 504 Plan, then the Charter School may apply the relevant involuntary withdrawal policy and procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Special Education Students – PINs

A PIN IEP will be held after a total of five (5) combined incidents of no-shows and/or AOR violations resulting in the issuance of a PIN to the student. During the PIN IEP meeting, the IEP Team will discuss the reasons for no-shows/missed services and/or AoR violations and will conduct a team review of the student's current IEP in order to consider available options.

Change of placement for a current special education student, or eligibility determination for a child suspected of being a student with a disability, will be addressed by the IEP team. No student who is known to have a disability condition will be recommended for removal from the current placement unless 1) a Manifestation Determination IEP meeting is convened according to law and 2) it is determined at that meeting that the concerns warranting removal are not a manifestation of the student's disability.

For more detailed information, please refer to the EACS Special Education PIN Process Policy.

Suspension/Expulsion Procedures

For Excel Academy students within Helendale School District or Warner Unified School District please refer to the suspension policy outlined in our charter petition. A copy will be made available upon request.

As to students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
2. Parents or eligible students should submit to the program lead/director a written request that identifies the records they wish to inspect. The program lead/director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
3. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
4. Parents or eligible students who wish to ask the school to amend a record should write the program lead/director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
5. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
6. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. For this purpose, a school official is a person

employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that processes FERPA complaints are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34.

- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.
- To organizations conducting studies for, or on behalf of the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.
- Information the school has designated as "directory information" under §99.37.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production
- An annual yearbook
- Honor roll or other recognition lists
- Graduation programs

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want the school to disclose any or all of the types of information designated below to outside organizations as directory information from your

child's education records without your prior written consent, you must notify the school and "opt out" of the directory.

Any and all of the following items of directory information relating to a student may be released to a designated recipient unless a written request is on file to withhold its release:

- Name
- Address
- Date of birth
- Dates of attendance (*e.g.*, by academic year or semester)
- Current and previous school(s) attended
- Degrees and awards received

In addition, two federal laws require a school receiving assistance under the Elementary and Secondary Education Act of 1965, as amended, to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless parents have advised the school that they do not want their student's information disclosed without their prior written consent.

Title IX Notice of Nondiscrimination

Excel Academy is committed to providing an educational and work environment that is free from discrimination and harassment, including discrimination and harassment based on any protected category, and an environment free from retaliation for participation in any protected activity covered by this policy. Excel Academy will ensure equal rights and opportunities in accessing education programs, activities, and facilities and prohibits discrimination or harassment based on the following categories: race, color, religion, religious creed (including religious dress and grooming practices), national origin, ancestry, citizenship, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding, or related medical conditions), gender, gender identity, gender expression, age (40 years and over), sexual orientation, veteran and/or military status, protected medical leaves (requesting or approved for leave under the Family and Medical Leave Act of the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected by state or federal law. In addition, Excel Academy prohibits retaliation against a person who engages in activities protected under this policy. Reporting, or assisting in reporting, suspected violations of this policy and cooperating in investigations or proceedings arising out of a violation of this policy are protected activities under this policy.

Megan Anderson, Human Resources Specialist
1 Technology Ste. i-811, Irvine CA 92618
Ph: 949-387-7822
manderson@excelacademy.education

Annual Notice of Uniform Complaint Procedures

Excel Academy has the primary responsibility for compliance with federal and state laws and regulations for students who attend our schools. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the school, which is funded directly by, or that receives or benefits from any state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with various other state and/or federal laws.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or extracurricular activity.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil fee complaint must be filed with the Community Collaborative Family of Schools no later than one year from the date the alleged violation occurred. A complaint of noncompliance

should be filed first with the school lead/director under the Uniform Complaint Procedures. A complainant unsatisfied with the decision of the school lead/director may appeal the decision and shall receive a written appeal decision within 60 days of receipt of the complaint. Complaints other than issues relating to pupil fees must be filed in writing with the following person designated to receive complaints:

Megan Anderson, Assistant Director of Human Resources
1 Technology
Suite I-811
Irvine, CA 92618
Ph: (714) 336-4220
manderson@excelacademy.education

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the school administrator or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under 5 C.C.R. § 4621.

The complainant has a right to appeal our decision of complaints regarding specific programs, pupil fees and the LCAP to the CDE by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

Parent Liability for Student Conduct

The law states that a parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for a school, or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school or personal property of any school employee, shall be liable for all damages caused by the minor.

Further, the parent or guardian of a minor shall be liable to a school for all property belonging to the school loaned to the minor and not returned upon demand of an employee of the school authorized to make the demand.

Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the school authorized to make the demand may, after affording the pupil his or her due process rights, withhold grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto. The school will notify the parent or guardian of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcript.

If the minor and parent are unable to pay for damages, or to return the property, the school will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcript of the pupil will be released.

Student Mental Health

Mental Health Support at Excel Academy:

- Encourage your student to participate in our schoolwide Mental Wellness Surveys provided by *Panorama*. This guides our mental health support offerings through the school year.
- Attend Social Emotional Learning (S.E.L.) groups provided K-12. Contact your ToR for specific dates/times.
- Contact [Care Solace](#), a free mental health care coordination service that can connect you with mental health care or substance abuse treatment centers, covered by your insurance or on a sliding scale.

If you have a child who may be struggling with emotions/behavior please reach out to our counseling office for additional support.

School Counselors:

Rebecca Metoyer (Psychologist)- rmetoyer@excelacademy.education PH: (714) 367-6749

Noell Scott (Psychologist) - nscott@excelacademy.education PH: (949) 382-1198

Larissa Allen Jefferson (Counselor) - lallenjefferson@excelacademy.education PH: (657) 234-7585

Daniel Favela (Counselor) - dfavela@excelacademy.education PH: (909) 566-3186

Please click the link to view:

[Suicide Prevention Policy](#)

Charter schools serving students in grades 7-12 are required to adopt a student suicide prevention policy in consultation with school and community stakeholders and others.

Protecting the health and well-being of all students is of utmost importance to our school. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, an informational pamphlet will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with him or her. If parents or guardians have any questions about the material, they can contact the school's appointed suicide prevention liaisons, Noell Scott & Rebecca Metoyer.
2. The school has a designated Crisis Team who provides appropriate resources and support to students, & families in crisis.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to county & national resources which they can contact for additional support, such as:
 - a. [Mental Health Resources by County](#)
 - b. [The National Suicide Prevention Lifeline](#) –Dial or Text 9-8-8
 - c. [The Trevor Project](#) – 1.866.488.7386,
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are

encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

Title I & Title III

Excel Academy Charter School currently receives schoolwide assistance grants based on student/family socioeconomic status upon enrollment.. This funding is allocated for direct impact on our at-risk students, English Learner, homeless, foster, juvenile, delinquent, migratory, and any student who is working toward grade level proficiency. Title I funding provides students with the appropriate interventions and resources to improve their academic achievement and meet state standards.

[School-Parent Compact](#)

Our Parent/School Compact addresses legally required items, as well as other items suggested by parents and family members of Title I, Part A students.

[Parents Right to Know Letter](#)

If at any time your child has been taught for four or more consecutive weeks by a teacher not highly qualified, the school will notify you.

[Parent and Family Engagement Policy](#)

Excel Academy Charter Schools has developed a written Parent and Family Engagement Policy with input from Title I parents and families. Excel Academy has distributed the Policy to parents of Title I students by posting it on the school website and including it in the Parent and Student Handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

Additional information may be found on the California Department of Education website.

<https://www.cde.ca.gov/sp/sw/index.asp>

Tamara Murphy, Intervention Coordinator
Ph: 951-290-2949
tmurphy@excelacademy.education

Schoolsite Council

The School Site Council is an advisory board that works together to focus on school goals and student achievement for Excel Academy. This team will evaluate the progress made toward these goals during a two year term and help make decisions that benefit all Excel Academy students.

The SSC brings together representatives of Excel Academy's community to:

1. Oversee the School Plan for Student Achievement (SPSA).
2. Act as an advisory board related to various school goals and student learner outcomes.
3. Provide ongoing review and modifications to the SPSA.
4. Review School budget, including the LCAP
5. Evaluate the progress made toward academic goals and student achievement.
6. Promote trust in school decisions that benefit all Excel Academy students.

The SSC consists of:

- Excel Academy's Executive Director
- Teachers of Record
- non-teacher staff members
- parents
- students

McKinney-Vento Information

Excel Academy Charter School adheres to the provisions of the McKinney-Vento Homeless Assistance Act. We will ensure that each homeless and foster youth has equal access to the same free, appropriate public education as provided to other children and youths in accordance with applicable law.

Definition of Homeless:

The California Department of Education states that the McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence.

This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (doubled up or tripled up)
- Children and youth who may be living in motels, hotels, trailer parks, shelters
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings

- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings (unsheltered)
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

Homeless & Foster Students' Rights

- Be immediately enrolled in school without a permanent address.
- Continue in the school that the student attended before becoming homeless
 - EACS students must reside in one of our authorized counties in order to remain enrolled.
- Enroll and attend classes while the school arranges for the transfer of required school records or documents
- Enroll and attend classes even while the school and parent seek to resolve a dispute over enrollment
- Participate in tutoring, school-related activities, and/or receive other support services

Excel Academy will meet the McKinney-Vento education rights following our regular enrollment policies. See more information at <http://www.cde.ca.gov/sp/hs/>.

If you would like resource support, please contact your ToR or email our Intervention Coordinator, Tamara Murphy at tmurphy@excelacademy.education.

English Learners (ELs)

ELs are selected for ELPAC testing when the Home Language Survey indicates that their primary home language is a language other than English and are tested during the school year. Please refer to the EL Master Plan, found on the EACS website, for specific details.

- Excel Academy students are in an English Language Mainstream academic program with an English Language Development (ELD) Support Curriculum. Curriculum is supported by CLAD certified teachers. It includes academic language, speaking, listening, writing skills, and exposure to rigorous texts. Live designated instruction is provided by our certificated teachers and attendance is required for all ELs.
- Attendance of ELD Live designated instruction and meeting weekly requirements in online ELD curriculum is required. Progress in assigned ELD curriculum, as well as participation in live designated instruction, is monitored weekly by the ToR. Both the home educator, and the ToR are responsible for ensuring adequate progress in ELD designated instruction and curriculum.

- If students do not meet weekly requirements in ELD Live Instruction and Curriculum, they may receive a Progress Improvement Notification (PIN).

***See Assessments section for information regarding English Learner Reclassification.*

English Learner Advisory Committee

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 principal and staff in the development of a site plan for English learners and submitting the plan to the SchoolSite Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Communicating the importance of regular school attendance.
- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

School Calendar



Excel Academy Charter Schools 2023-2024 Academic Calendar

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

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

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

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

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

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

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

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

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

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

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

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

LPs	Dates	Days
1	8/28 - 9/22	19
2	9/25 - 10/20	20
3	10/23 - 11/17	19
4	11/27 - 12/15	15
5	12/18 - 1/26	18
6	1/29 - 2/23	18
7	2/26 - 3/22	20
8	3/25 - 4/19	15
9	4/22 - 5/17	20
10	5/20 - 6/4	11
Total		175

- Graduation
- Non student work days
- school holidays
- end of semester

- | Holidays |
|---|
| Sept. 4 - Labor Day |
| Nov. 10 - Veteran's Day |
| Nov. 20 - Nov. 24
Thanksgiving Break |
| Dec. 22 - January 5
Winter Break |
| Jan. 15 - MLK |
| Feb. 16 - 19 Presidents Day |
| Apr. 1 - 5 Spring Break |
| May 27 - Memorial Day |

Outside of work calendar Federal Holidays
6/19, 7/4
June 4th is both the last day of the semester and Graduation

Printed copies of the handbook are available to view in English, Korean, and Spanish at the Excel Academy Administrative office in Irvine.

Translation in primary language can be provided upon request.