

# Excel Academy Charter School - Warner

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

<b>District Name</b>	Excel Academy Charter School - Warner
<b>Phone Number</b>	949-387-7822
<b>Superintendent</b>	Heidi Gasca, Executive Director
<b>Email Address</b>	<a href="mailto:hgasca@excelacademy.education">hgasca@excelacademy.education</a>
<b>District Website</b>	<a href="https://www.excelacademy.education/">https://www.excelacademy.education/</a>

## 2023-24 School Description and Mission Statement

Excel Academy Charter School strives to meet the educational needs of the whole child by offering a tuition-free, personalized learning independent study model for students in grades TK-12. Our Academic Paths allow families to choose the mode of education that best works for the needs of the student and parent. Our Academic Path options include: Personalized Elementary Path, Personalized Secondary Path, and Virtual Path. Our high-quality model of education is rooted in flexible learning and proven systems of support. Students have direct access to state-approved curriculum, as well as academic and elective services using instructional funds provided by the charter school. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned highly-qualified credentialed teacher. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths, meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Students benefit from the structure of the classroom environment, with the flexibility to pursue additional learning opportunities in the afternoons. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan for their students. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays.

During the 2023-24 school year, Excel Academy will continue to involve all Educational Partners in decision-making at the school level through participation in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Advisory Council (PAC), and streamlined daily, weekly, and monthly communication. The focus on the connections between Educational Partners and Excel Academy is to foster investment in education and provide meaningful transparent communication. Excel Academy will continue to gather baseline data from internal assessments and the upcoming California

## 2023-24 School Description and Mission Statement

Assessment of Student Performance and Progress (CAASPP) results, and will work to meet or exceed student performance data in both English language arts (ELA) and math by 2% each year. Excel Academy will establish baseline data of college and career readiness at the conclusion of the 2023-24 school year and will strive to increase 2% annually in the number of students that are college and career ready. Excel Academy will maintain a rate of average daily attendance (ADA) at 95% or higher or increase ADA by 2% each school year until reaching 95% or above, and will maintain less than a 1% suspension and expulsion rate. Excel Academy aims for students to complete all standards in ELA, math, science, social studies, visual and performing arts, physical education, health, and world languages, while working to be creative and complex thinkers, effective communicators, community and global participants, and empowered, independent learners.

### Mission Statement:

Excel Academy will provide 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.

### Our Vision:

We are all about CHOICE:

C: Compassion, Creativity , Collaboration, Challenge, & Confidence

H: Helpful, Hands-On , Humility, & Happiness

O: Optimism, Options, Opportunities, Ownership, & Others

I: Independence, Individualization, Inspiration, & Investigation

C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community

E: Education, Equity, Enjoyment, Exploration & Empowerment

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	133
Grade 1	111
Grade 2	91
Grade 3	101
Grade 4	89
Grade 5	104
Grade 6	73
Grade 7	84
Grade 8	83
Grade 9	42
Grade 10	57
Grade 11	37
Grade 12	43
<b>Total Enrollment</b>	<b>1,048</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
Asian	13.7%
Black or African American	2.6%
Filipino	2.2%
Hispanic or Latino	28.8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	9.3%
White	40.5%
English Learners	2.2%
Foster Youth	0.1%
Socioeconomically Disadvantaged	39.1%
Students with Disabilities	9.4%

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

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

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

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.20	39.95	108.20	60.76	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.60	0.37	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	38.20	58.30	64.50	36.23	11953.10	4.28
<b>Unknown</b>	1.10	1.74	4.60	2.63	15831.90	5.67
<b>Total Teaching Positions</b>	65.50	100.00	178.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	37.50	38.20
<b>Total Out-of-Field Teachers</b>	<b>37.50</b>	<b>38.20</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.4	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected

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

## School Facility Conditions and Planned Improvements

Excel Academy is a non-classroom based charter school.

Year and month of the most recent FIT report

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				N/A
<b>Interior:</b> Interior Surfaces				N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				N/A



## School Facility Conditions and Planned Improvements

<b>Electrical</b>				N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				N/A
<b>Safety:</b> Fire Safety, Hazardous Materials				N/A
<b>Structural:</b> Structural Damage, Roofs				N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

## Overall Facility Rate

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	66	66	55	53	47	46
<b>Mathematics</b> (grades 3-8 and 11)	54	55	41	40	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	582	559	96.05	3.95	66.19
<b>Female</b>	278	267	96.04	3.96	68.16
<b>Male</b>	304	292	96.05	3.95	64.38
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	72	72	100.00	0.00	81.94
<b>Black or African American</b>	18	18	100.00	0.00	50.00
<b>Filipino</b>	16	16	100.00	0.00	87.50
<b>Hispanic or Latino</b>	176	169	96.02	3.98	54.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	64	61	95.31	4.69	67.21
<b>White</b>	234	221	94.44	5.56	70.14
<b>English Learners</b>	12	12	100.00	0.00	8.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	250	240	96.00	4.00	60.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	62	60	96.77	3.23	31.67

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	582	561	96.39	3.61	55.26
<b>Female</b>	278	268	96.40	3.60	50.00
<b>Male</b>	304	293	96.38	3.62	60.07
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	72	72	100.00	0.00	77.78
<b>Black or African American</b>	18	18	100.00	0.00	38.89
<b>Filipino</b>	16	16	100.00	0.00	75.00
<b>Hispanic or Latino</b>	176	171	97.16	2.84	40.35
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	64	61	95.31	4.69	63.93
<b>White</b>	234	221	94.44	5.56	57.47
<b>English Learners</b>	12	12	100.00	0.00	41.67
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	250	240	96.00	4.00	45.42
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	62	60	96.77	3.23	35.00

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	52.04	48.43	26.32	11.76	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	264	255	96.59	3.41	48.63
<b>Female</b>	127	124	97.64	2.36	49.19
<b>Male</b>	137	131	95.62	4.38	48.09
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	26	26	100.00	0.00	69.23
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	85	81	95.29	4.71	34.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	36	100.00	0.00	41.67
<b>White</b>	100	95	95.00	5.00	58.95
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	119	116	97.48	2.52	42.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	25	23	92.00	8.00	21.74

## 2022-23 Career Technical Education Programs

22/23

Primary Representative: Lorrie Wood, Secondary Principal

The following three CTE pathways were offered during the 2022-2023 school year:

Education, Child Development & Family Services "Child Development," Marketing Sales & Service "Marketing," Health Science & Medical Technology "Patient Care" pathways.

The courses for the respective pathways were offered:

7510: Intermediate Child Development Concentrator - EACS offered the year one Concentrator course (3 students)

8311: Advanced Marketing Completer- EACS offered the year two Completer course (5 students)

7922: Advanced Patient Care Completer- EACS offered this year two Completer course (5 students)

Total Students - 13

Total Completers - 6

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

1) Measurable outcomes for 7510: Intermediate Child Development Concentrator -

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

Understand the nature of human beings, both as individuals and as members of social groups.

Appreciate psychology and theories, both as an academic discipline and as a body of knowledge relevant to the student's life and culture. Apply critical thinking skills and be aware of the need for careful, objective evaluation of psychological ideas.

Employ the various methods of psychological inquiry.

Recognize and apply psychological principles to everyday situations including high ethical standards.

Explain why knowledge of psychology is important to teach effectively; discuss, compare, and contrast the foundations of constructivist and behavioral psychology.

Discuss, compare, and contrast constructivist and behaviorist models of teaching and learning.

Identify and discuss two types of behavioral conditioning, and how each type can be used in the teaching/learning process.

Identify the key elements of psychological and social constructivism; and identify the cognitive skill levels of Bloom's Taxonomy, and discuss how teachers can apply the taxonomy to the constructivist model of teaching and learning.

Identify points of physical development that might be important for teachers of certain age levels.

Identify and discuss a variety of psychologists and leading professionals in the field.

Discuss research and examples of bullies and psychopathic children and their impact in the educational setting.

Identify and discuss diversity based on individual and group differences, such as differences in learning styles and preferences, intelligences and sensitivities, cultures and ethnicities, and gender.

Identify and discuss diversity based on ability and disability, including the history of accommodating special needs students; the perspectives and strategies for accommodating special needs, such as IEPs and alternative assessment; and the categories of disabilities: learning, cognitive, sensory, behavioral and physical.

Identify and discuss at least four perspectives or theories of motivation, including their implications for teaching and learning; discuss the Expectancy x Value model of motivation and give examples of how it can be applied in a classroom; and identify and discuss at least five proven management strategies that enhance learning, encourage participation, and promote a caring classroom atmosphere while preventing misbehavior.

Methods of instruction:

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

Evaluation methods:

- Student projects

## 2022-23 Career Technical Education Programs

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

2) Measurable outcomes for 8311: Advanced Marketing Completer-  
As a result of this study, students will demonstrate the ability to:

Compare and contrast entrepreneurship and intrapreneurship  
Analyze advantages and disadvantages of business ownership  
Examine the four phases of the business cycle  
Describe the use of business ethics in promotion  
Discuss the global environment in which businesses operate  
Interpret labor issues associated with global trade  
Describe the determinants of exchange rates and their effects on the domestic economy  
Determine the impact of global trade on business decision making  
Explain the importance of marketing research  
Describe methods used to design marketing research studies  
Identify strategies for entering international markets  
Describe types of rating scales  
Create a marketing plan  
Compare the benefits of various types of promotional media and marketing  
Explain the role of marketing in a free enterprise system  
Examine the concept of promotional mix  
Describe the regulation of marketing information management  
Identify and explain personal and long-term consequences of unethical or illegal behaviors  
Determine unfair business practices  
Clarify how business is affected by government regulation of consumer protection  
Examine the phases of the product life cycle  
Determine markups, markdowns, and break-even points  
Identify the psychological effects of pricing  
Explain how goods and services are ordered  
Describe the ethical considerations in channel management  
Analyze import and export laws in relation to buying and selling products in an int. market  
Outline the steps in a buying plan  
Analyze current trends in marketing  
Explain economic trends related to marketing  
Compare and contrast global marketing trends  
Explain business ethics in selling  
Describe the nature of budgets  
Understand the various methods sales managers use to develop sales forecasts  
Calculate sales productivity  
Identify the purposes of sales organization  
Discuss key approaches to determining sales force size  
Explain business ethics in selling  
Compare and contrast management styles  
Discuss the development of sales training programs  
Analyze characteristics of good leaders  
Discuss the effect of personal characteristics on salesperson motivation  
Demonstrate methods to recognize and reward team performance  
Identify and explain key success factors for salesperson performance  
Discuss the use of electronic presentation in demonstrations, meetings, and others.  
Identify trends affecting marketing research

Methods of instruction:

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

### Evaluation methods:

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

### 3) Measurable Outcomes for 7922: Advanced Patient Care Completer

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

Discuss the history of healthcare services

Identify the components of the healthcare delivery system

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

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

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

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

Recognize commonly used prefixes and suffixes

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

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

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

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

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

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

Recognize the structure and functions of the musculoskeletal system

Analyze the roles of the integumentary and sensory systems

Identify the structures and functions of the nervous system

Describe the organs and tissues of the hematopoietic and lymphatic systems

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

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

Analyze the digestive and urinary systems

Describe the parts of the reproductive and endocrine systems

Describe common pathology of the musculoskeletal and nervous systems

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

Define the digestive, urinary, and endocrine systems

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

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

Explain developmental psychology and factors that impact mental health

Describe verbal and nonverbal communication skills, including special considerations

Analyze common barriers to communication

Identify proper handling methods for verbal and written correspondence

Recognize defense mechanisms and how to handle crucial conversations

Discuss professionalism and ethical behavior in healthcare settings

Describe similarities and differences between paper-based systems and electronic systems used in health care

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

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

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

Analyze uses of software and peripheral devices

Describe methods used to format a schedule for patient appointments

Identify scheduling considerations

Recognize methods to manage workflow in a medical environment

Manage the medical facility environment

Analyze communication methods and methods of improvement in a medical facility

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

Identify laws and legal obligations related to a healthcare professional

Analyze legal requirements related to privacy and confidentiality of patient information



## 2022-23 Career Technical Education Programs

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

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

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

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

Describe keys to proper body mechanics and patient positioning

Recognize OSHA safety standards within health care and methods of implementation

Evaluate the importance of quality control procedures within healthcare organizations

Define pharmacokinetics, including drug classifications and schedules

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

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

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

Describe immunization schedules and requirements

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

Demonstrate knowledge of BLS and CPR

Recognize signs and symptoms of conditions that constitute a medical emergency

Identify common conditions like burns, poisoning, bites, cuts, and hot/cold exposure and the first aid skills needed to treat them

Describe conditions like asthma, hyperventilation, and the differences between common muscle or bone injuries and first aid skills to treat them

Explain methods of testing eyes, ears, and reflexes as part of the patient examination

Describe steps in assisting with different types of allergy and respiratory tests and treatments

Discuss methods for assisting with common non-surgical and surgical procedures

Demonstrate accurate documentation methods while assisting with general physical exams

Educate, screen, and counsel patients based on provider orders

Describe common tests using blood samples along with normal and abnormal results

Identify common tests using methods other than blood along with normal and abnormal results

Explain methods of blood collection including techniques and sampling processes

Recognize methods of collection and sample handling for samples other than blood

Analyze laboratory processes and quality control standards

Identify the parts of an EKG wave and how it corresponds to the heart's electrical conduction pathway

Describe the process of performing types of EKGs

Differentiate between artifacts and critical versus non-critical arrhythmia

Explain various types of computer-based diagnostic testing

Analyze the team-based approach to health care and ways to coordinate the patient care process

Explain the importance of insurance and the types of insurance available to patients

Describe various healthcare delivery models and the incentives available to providers to reduce the cost of care

Discuss processes and actions in the reimbursement process that help prepare for a patient's visit

Identify methods of medical billing and coding

Analyze ways to identify errors and resolve issues in a medical practice

### Methods of instruction:

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

### Evaluation methods:

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

## 2022-23 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.65
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98
Grade 7	98	98	98	98	98
Grade 9	94	94	94	94	94

## C. Engagement

### State Priority: Parental Involvement

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

## 2023-24 Opportunities for Parental Involvement

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

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

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

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

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

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

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	4.8	4.3	2.3	14.7	14.3	23.6	9.4	7.8	8.2
<b>Graduation Rate</b>	90.5	87.2	97.7	58.8	63.5	52.1	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	44	43	97.7
<b>Female</b>	24	24	100.0
<b>Male</b>	20	19	95.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	19	18	94.7
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	26	25	96.2
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1160	1126	10	0.9
Female	590	567	7	1.2
Male	570	559	3	0.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	156	152	0	0.0
Black or African American	28	28	0	0.0
Filipino	23	23	0	0.0
Hispanic or Latino	345	337	6	1.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	105	102	0	0.0
White	469	453	4	0.9
English Learners	31	30	0	0.0
Foster Youth	4	3	0	0.0
Homeless	6	6	2	33.3
Socioeconomically Disadvantaged	491	473	5	1.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	142	136	4	2.9

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.11	0.37	0.41	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The school safety plan was last reviewed and updated with staff in October 2023. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, bloodborne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

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



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	3	0	0
1	2	7	0	0
2	3	4	0	0
3	7	2	0	0
4	3	4	0	0
5	3	5	0	0
6	4	3	0	0
Other	15	27	14	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

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

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	115	0	0
Mathematics	2	111	0	0
Science	2	74	0	0
Social Science	2	93	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	698.67

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.7
Resource Specialist (non-teaching)	
Other	19.1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,623	\$476	\$10,147	\$68,070
District	N/A	N/A		\$61,073
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,681	\$47,616
Mid-Range Teacher Salary	\$68,330	\$75,580
Highest Teacher Salary	\$95,002	\$100,485
Average Principal Salary (Elementary)	\$0	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$0	\$125,386
Superintendent Salary	\$142,140	\$157,977
Percent of Budget for Teacher Salaries	24.65%	27.82%
Percent of Budget for Administrative Salaries	4.16%	5.78%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	2.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	6

## Professional Development

Excel Academy Charter School exceeds performance goals based on the additional implementation of professional development opportunities that are set in place for the administration, teachers, and staff. Professional Development is provided throughout the year to all staff. Topics include but are not limited to: course curriculum, assessments, social-emotional learning, goal setting, progress monitoring, power standards, etc. Information learned from professional development seminars and conferences are shared with the staff and teachers during set training days. Excel Academy teachers and staff are provided with professional development training multiple times throughout the year. These trainings include technical and compliance training, departmental updates, and special program workshops. All topics are selected by a combination of staff surveys and departmental needs. Surveys are sent to all staff requesting input in the areas they would most like training in, as well as assessing the effectiveness of the training they received, the delivery of the training, and how trainings could be improved. All of these factors are taken into consideration when developing the agendas.

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

Teachers are continually supported during the school year to provide support and ensure implementation of professional learnings through individual Zoom or phone conferences for mentoring. In addition, follow-up videos for support are provided to all teachers. Additionally, all departments create goals that are essentially aligned to the school goals, which ultimately drives each staff member's individual goals. Evaluations are held during the year to stay up-to-date on each individual staff member's

## Professional Development

goals and areas of growth. All administration and department leads are given the opportunity to attend two to three conferences and/or workshops throughout the year to increase their proficiency and develop their individual departmental knowledge and goals.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	15