

EXCEL ACADEMY CHARTER SCHOOLS
Regular Meeting of the Board of Directors

Agenda

Thursday, September 10, 2020
Regular Meeting Begins at 12:15 p.m.



1185 Calle Dulce, Chula Vista, CA 91910
39251 Camino Las Hoyas, Indio, CA 92203
16222 Quail Rock Road, Ramona, CA 92065
1160 Cuyamaca Avenue, Chula Vista, CA 91911

Excel Academy Charter Schools
1 Technology Drive, Bldg. I, Suite 811, Irvine, CA 92618

Zoom Meeting Information

Dial In: 1-669-900-9128

Meeting ID: 998 2976 4237

Join URL: <https://zoom.us/j/99829764237>

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Excel Academy Charter Schools at 760-494-9646.

1. CALL TO ORDER AND ROLL CALL

Time _____ p.m.

1.1. Roll Call

William Hall	President
Michael Humphrey	Vice President
Susan Houle	Clerk
Steve Fraire	Member

2. APPROVE/ADOPT AGENDA

It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board Meeting of September 10, 2020.

Roll Call Vote:

William Hall
Michael Humphrey
Susan Houle
Steve Fraire

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

3. PUBLIC COMMENT - CLOSED SESSION

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under section 8.0 Public Comments at Board Meetings.

4. ADJOURN TO CLOSED SESSION

Time: _____

The Board will consider and may act on any of the Closed Session matters listed in Agenda Item 5.0.

5. CLOSED SESSION

Conference with Legal Counsel regarding Potential Litigation: 3 matters

There is significant exposure to litigation against the Agency pursuant to Government Code Section 54956.9(d)(2)

6. RECONVENE REGULAR MEETING

Time: _____

7. PLEDGE OF ALLEGIANCE

Led by: _____

8. PUBLIC COMMENTS/RECOGNITION/REPORTS

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the

agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

9. CORRESPONDENCE/PROPOSALS/REPORTS

9.1. School Highlights

9.2. CEO SMART Goals 2020-2021

(Specific, Measurable, Attainable, Realistic, and Timebound)

10. CONSENT CALENDAR

Items listed under Consent Calendar are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Calendar upon the request of any member of the Board, discussed, and acted upon separately.

Consent Calendar - Board Meeting Minutes

10.1. Minutes of the Regular Board Meeting that was held on August 13, 2020

Consent Calendar - Business/Financial Services

10.2. Check Register - August 2020

10.3. Authorization and Waiver to Paul, Plevin, Sullivan and Connaughton

Consent Calendar - Personnel Services

10.4. Approval of Certificated Personnel Report

Roll Call Vote:

William Hall

Michael Humphrey

Susan Houle

Steve Fraire

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

11. BUSINESS/FINANCIAL SERVICES

11.1. (Action) Approval of the Unaudited Actuals Financial Report 2019-2020

It is recommended the Board approve the Unaudited Actuals Financial Report dated July 1, 2019 to June 30, 2020, for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Roll Call Vote:

William Hall

Michael Humphrey
Susan Houle
Steve Fraire

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

12. PUBLIC HEARING

12.1. Learning Continuity and Attendance Plan (2020-21)

It is recommended the Board enter into a public hearing regarding the Learning Continuity and Attendance Plan (Learning Continuity Plan). During the hearing there will be a presentation on the Learning Continuity and Attendance Plan (2020-21) for:

- a. Excel Academy Charter School - Helendale (#2073)
 - b. Excel Academy Charter School - Warner (#2053)
- Presented by: Heidi Gasca, Executive Director

The Learning Continuity Plan drafts are located on Excel Academy Charter Schools website.

Hearing Open: _____ Hearing Closed: _____

13. CALENDAR

The next scheduled meeting will be held virtually on October 8, 2020.

14. BOARD COMMENTS

15. CEO COMMENTS

16. ADJOURNMENT

The Regular meeting of the Board of Directors adjourned at _____p.m.

Roll Call Vote:

William Hall
Michael Humphrey
Susan Houle
Steve Fraire

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

FOR MORE INFORMATION

For more information concerning this agenda, please contact Excel Academy Charter School telephone, 760-494-9646

Excel Academy **August Board Update**

school highlights



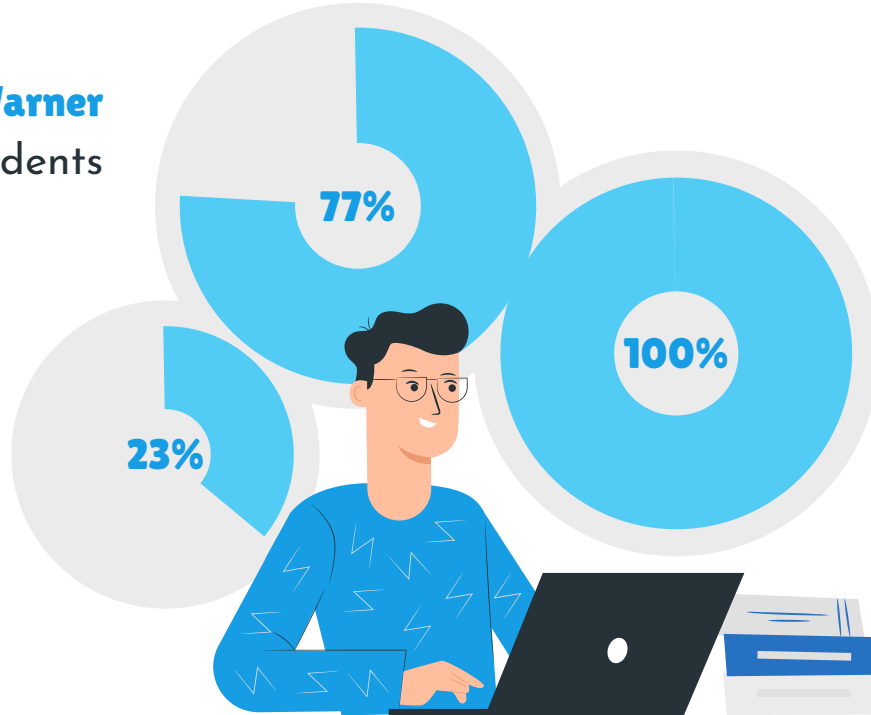
Enrollment Numbers

ExcelCS – Warner

1193 Students

**ExcelEast –
Helendale**

525 Students



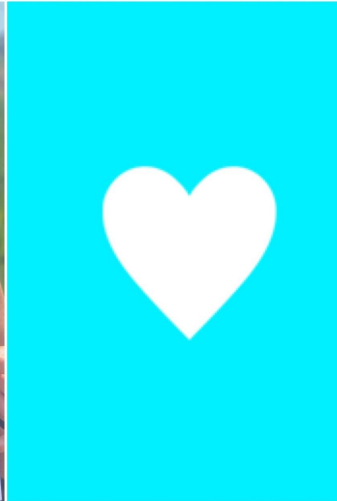
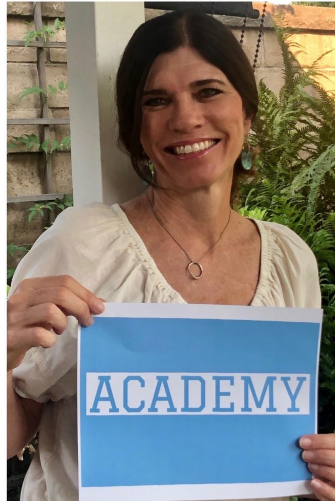
Total:

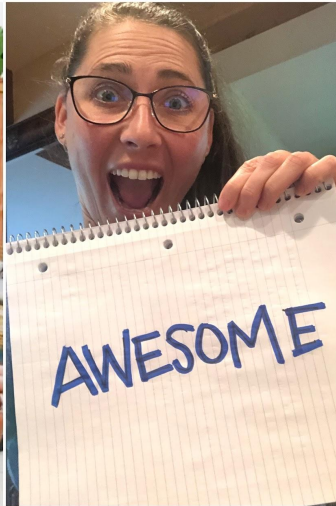
1718 Students

Education Department Update



- Middle School Virtual Classes in Science, English/Language Arts and Math are being offered in grades 6-8. Students use \$150 in instructional funds to join each virtual class each semester. This generally pays for the teacher stipend to teach the class.
- Resources were provided for parents and teachers in order to close the gap between when they receive curricula and when school starts.
- Updated the Parent Resource Pages, Shared Education Drive, and Toolkits, Pacing Guides, and Handbooks.
- The ToR Trainer provided virtual trainings for the new hires and daily support as they began to work with families for the 2020/21 school year.
- Curriculum support and training was provided for parents during the Parent Summit held on August 27th.

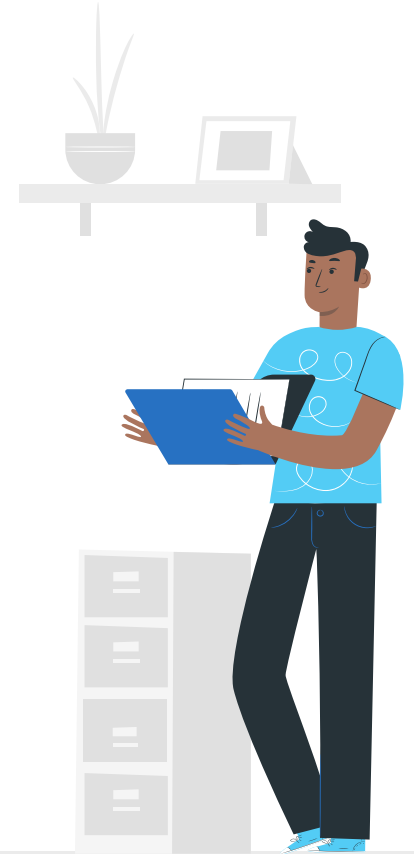
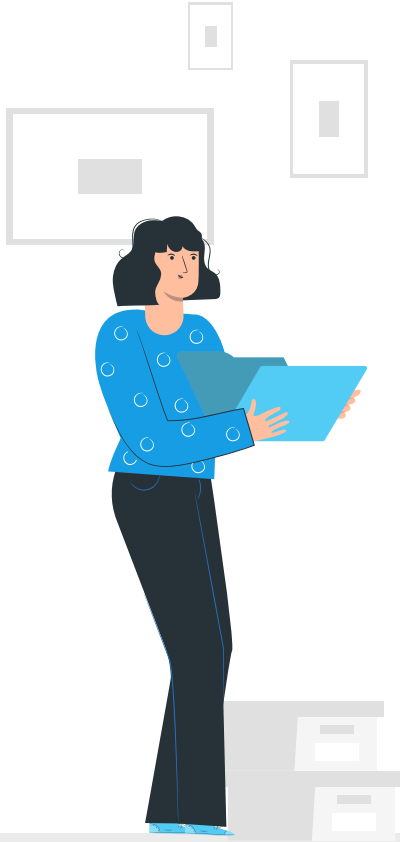




August Highlights

Excel Academy held virtual staff developments over the first two weeks of August, which included New Hire Training on August 3rd, All-Staff Training on August 4th, and Tech Training on August 11th.

Excel Academy also held its first virtual Parent Summit on August 27th! This wonderful day was packed with parent education tips & tricks from various departments, and overall support for a successful start to the 20/21 school year.





ALL STAFF PD 1.0



Excel Academy Charter School

Mission Statement

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

Student Learning Outcomes

Self-directed, critical thinkers who:

- Produce quality work through multiple modalities
- Organize and manage time efficiently
- Demonstrate competency in reading, writing, speaking, and active listening
- Devise solutions in academic and real-world situations using higher order thinking skills
- Exhibit in-depth knowledge across disciplines
- Reflect on and analyze learning experiences

Resourceful, lifelong learners who:

- Communicate effectively
- Solve problems independently and collaboratively
- Create and pursue personal, academic and professional goals
- Express ideas and information confidently and creatively
- Demonstrate college and career readiness upon high school graduation

Respectful, responsible citizens who:

- Possess personal integrity and take responsibility for decisions and actions
- Model respect for diverse cultures
- Contribute as leaders within their community
- Utilize personalization and a growth mindset to pursue individual passions
- Develop a sense of service and accountability to their school, community and peers
- Develop a sense of personal accountability and dedication

From Brandon Haskins to everyone
Go Excel!

Participants Chat Share Screen Record Annotations

MacBook Air

Intervention Department Update

01



Direction

Scheduled and held retention meetings & Sped referral meetings.

02



Training

Created & presented Student Support webinar for the Parent Summit covering English Learners, What I Need Program, & Student Success Team meetings.

03



Support

Communicated with families to allocate resources needed (i.e. technology, food); Collaborated with counselors regarding mental health support.



Assessment Department Update

i-Ready

Provided all ToRs access to the i-Ready student rosters;
Created and provided parents a recorded i-Ready tutorial and updated the resources on Excel Academy's website.



English Learners

Collaborated with the Title 1 Coordinator and Intervention Coordinator to create and present the Student Support webinar for the Parent Summit.

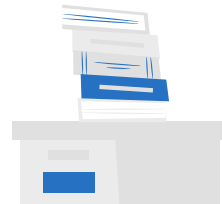
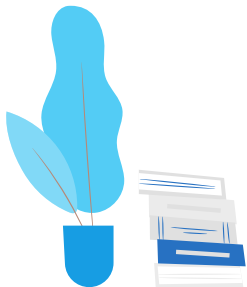
Updates

Created and presented at the all staff meeting on Assessment and Community Department updates.



Calpads

Worked on Calpads uploads and assigned 286 SSIDs in Excel CS and 140 SSIDs in Excel East.



High School Department Update



Goals

Collaborated with Human Resources to create department goals.



Training

Conducted virtual teacher training on August 3rd.



Professional Development

Created and presented High School PowerPoint presentation at the all-staff virtual meeting.



Updates

Became chapter affiliate of National Honor Society.



A-G

Submitted and received approval for additional a-g course syllabi by UCOP.



Webinars

Led College & Career COVID Update webinar at Parent Summit .

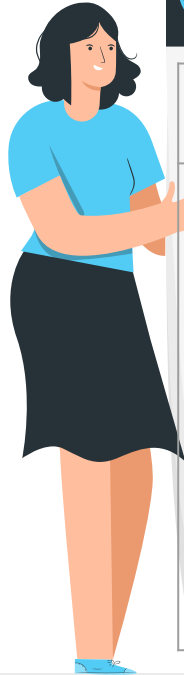


Human Resources Department Update



1. Recruited four new members to Excel Academy: Program Specialist Leah Vides, Speech & Language Pathologist Lisa Villarreal, Case Managers Meghan Meyers and Danielle Rodriguez.
2. Implemented Phase One of the Safe Reopening Plan Logistics as we come off county watchlists.
3. Lead presentation for the 2020/2021 School, Department and Individual Goals
4. Conducted a payroll webinar training for the Excel teachers.

Community Department Update



1.

The first wave of virtual field trips and events were opened for registration.

2.

Had a successful esports interest meeting with 21 participants.

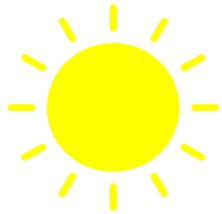
3.

An Excel Academy backpack with Personal Protective Equipment (PPE) was distributed to ToRs.

4.

Held ParentSquare training for parents on 8/18, and ParentSquare PD training for ToRs on 8/19.

DRIVE-THRU FOR TEACHERS



Professional Development

Intervention



Department

Attended professional development on *McKinney-Vento, Learning Loss Mitigation, Innovative Approaches to Support Families with Young Children, & Empowering Students of Color in Schools, and Beyond.*

Assessment



Department

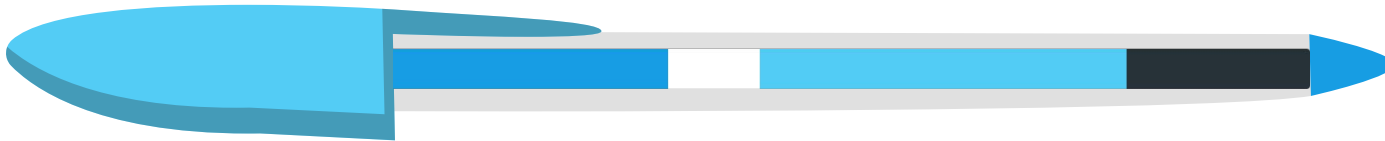
Attended the *Assessment and Accountability Information Meeting, Remote Testing for the ELPAC, Measuring and Monitoring Student Progress, Assessment Best Practices, and Formative Assessment.*

Special Education

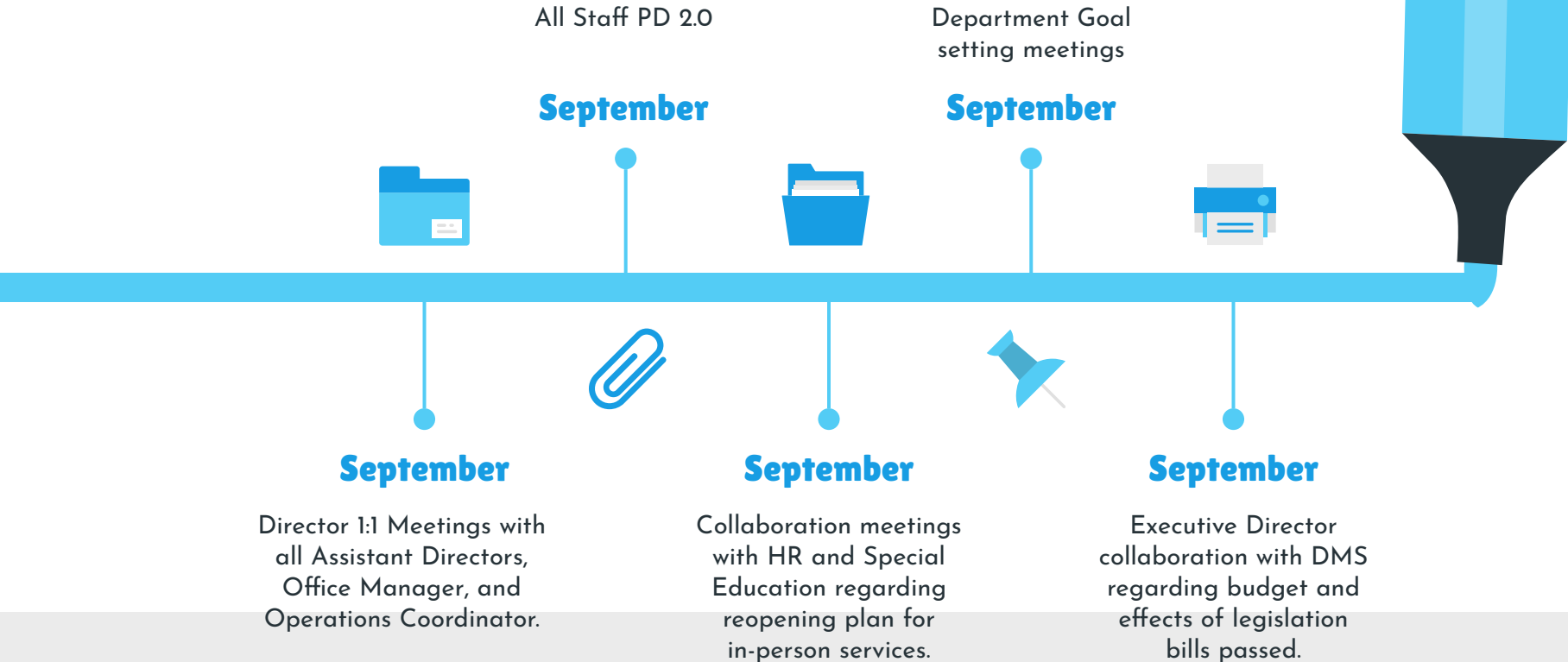


Department

Attended *SELPA Q&A forum, SpedTalk webinar, COVID webinar, & led Curriculum for Sped webinar, & IEPs & COVID Considerations training.*

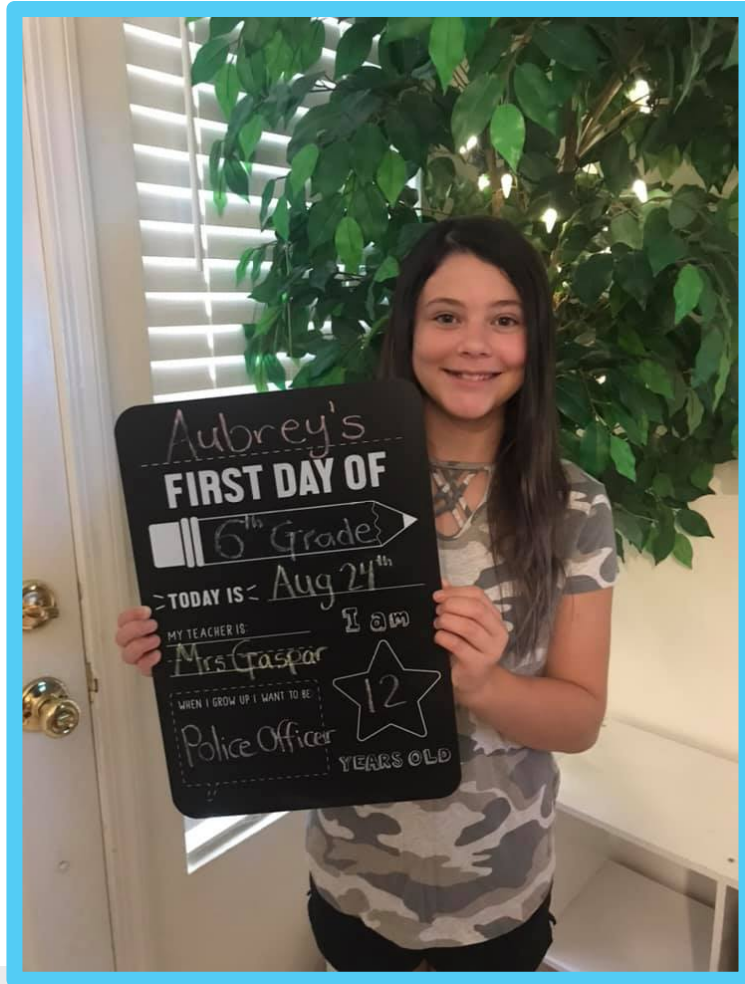


Future Projects & Activities

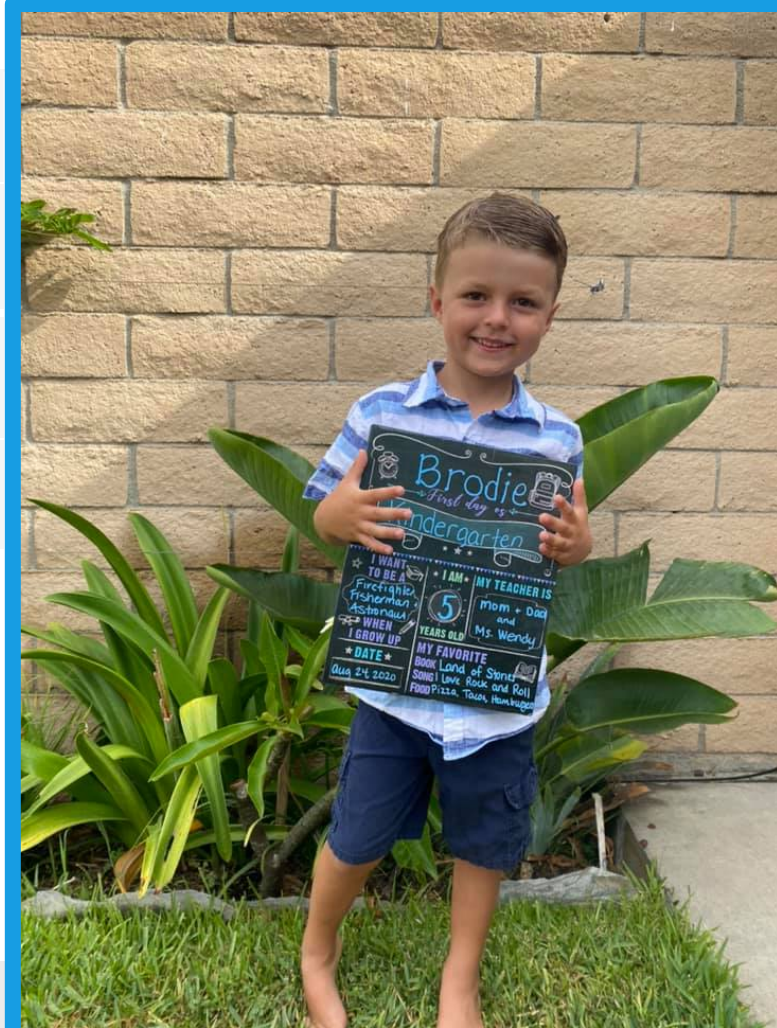
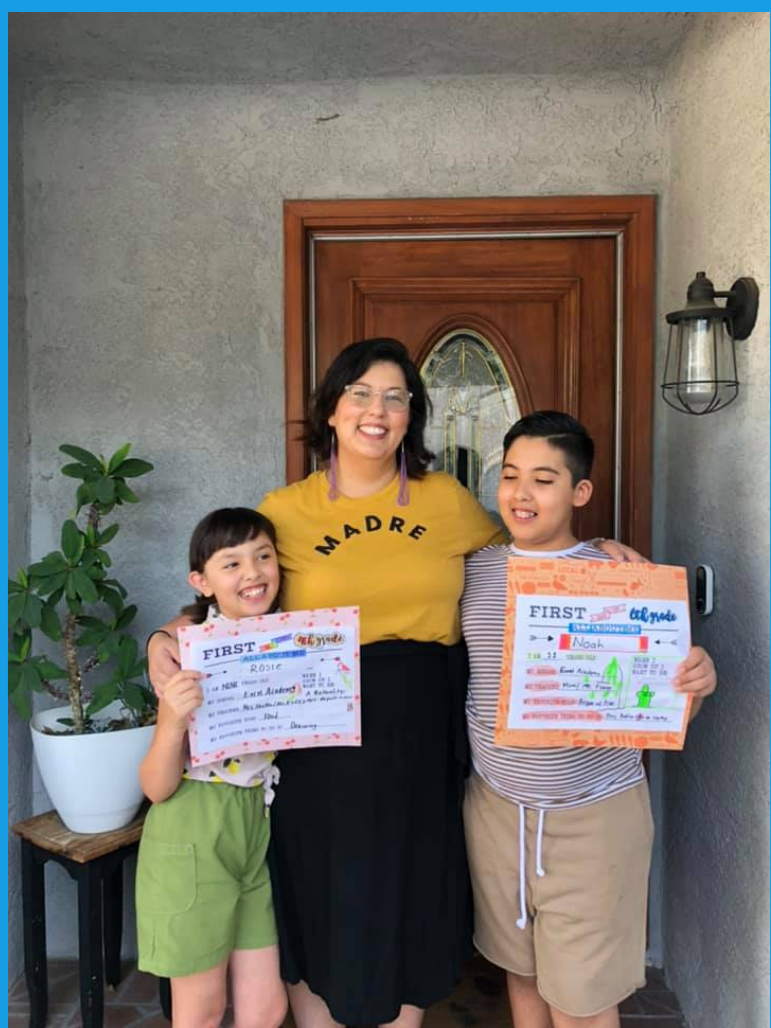


Back to School Photos!



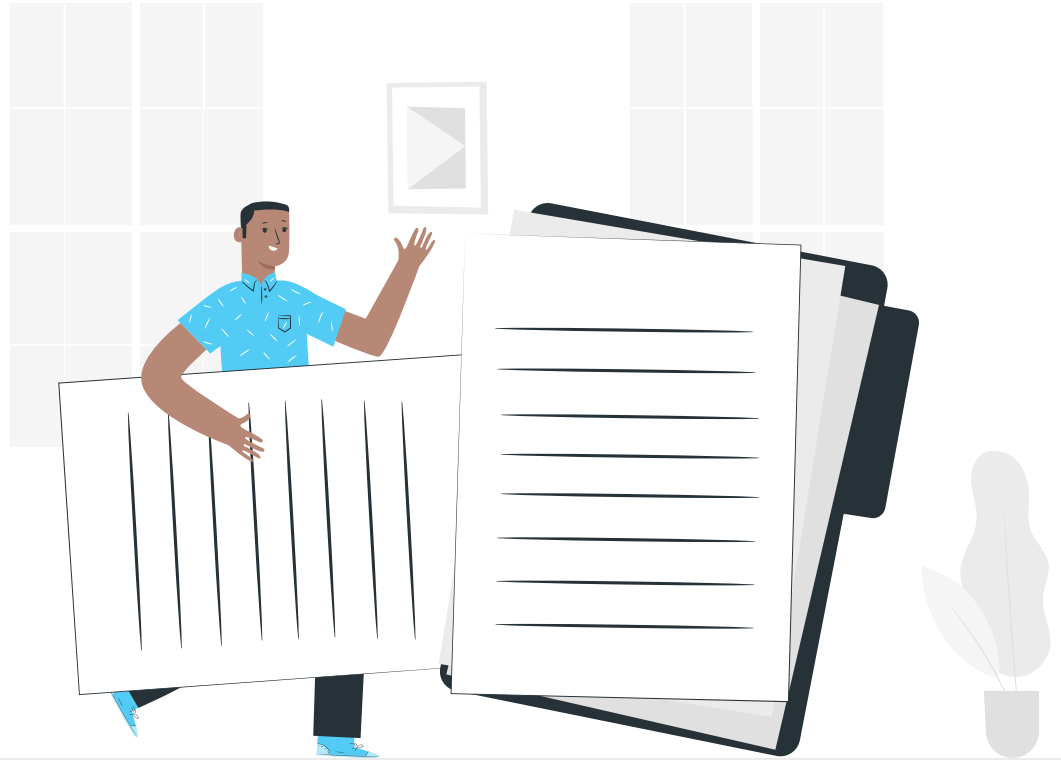








THANKS!



Other



01. Venus

Venus has a beautiful name, but it's terribly hot

02. Mars

Despite being red, Mars is actually a cold place

03. Saturn

Saturn is composed of hydrogen and helium

04. Mercury

Mercury is the closest planet to the Sun



New to our TEAM



General Education

5 Teachers of Record, 3
Virtual Teachers



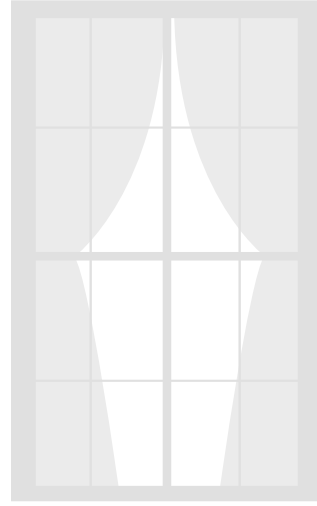
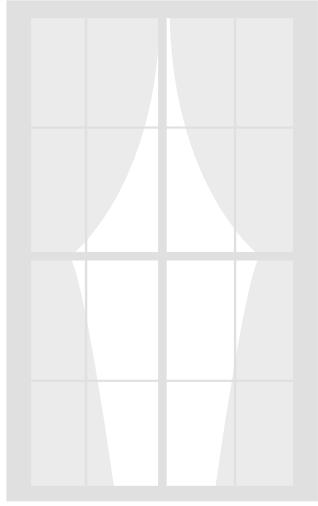
Special Education

2 Case Managers, 1
Program Specialist, 1
Intake Manager



Admin

1 Title I Coordinator, 1
Assistant Director of
Sped, 1 Vendor Clerk



Venus has a beautiful name and is the second planet from the Sun. It's terribly hot—even hotter than Mercury—and its atmosphere is extremely poisonous. It's the second-brightest natural object in the night sky after the Moon

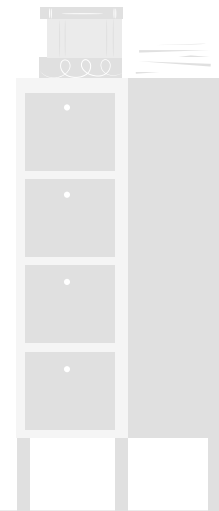
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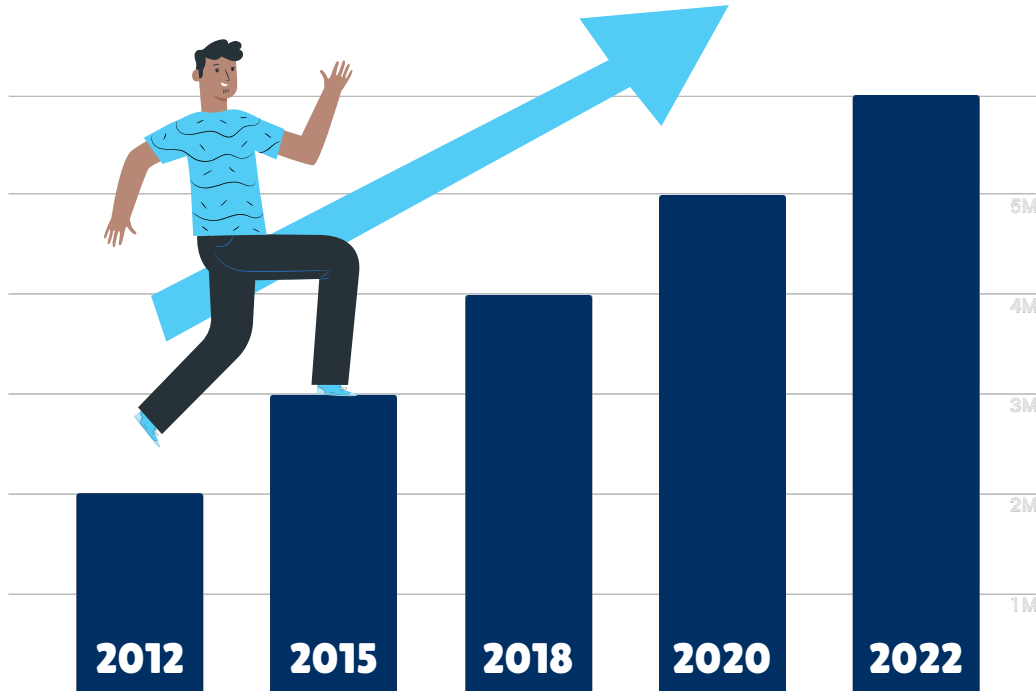


“This is a quote. Words full of
wisdom that someone important
said and can make the reader get
inspired”

—SOMEONE FAMOUS



PREDICTED RESULTS



\$5M

Mars is a cold place

100

Venus has a beautiful name

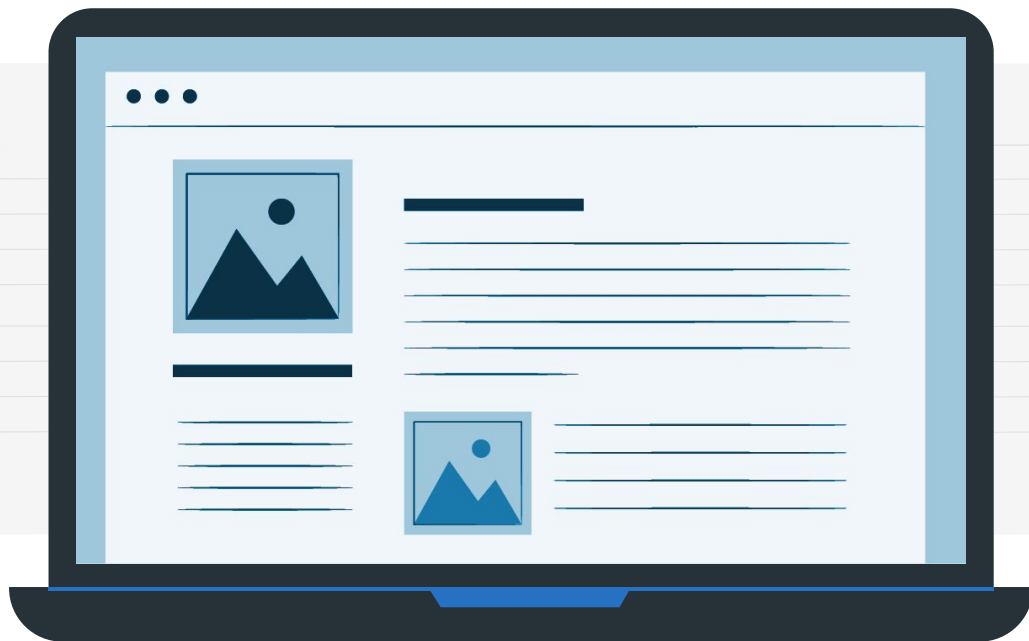
150

Saturn is the ringed planet

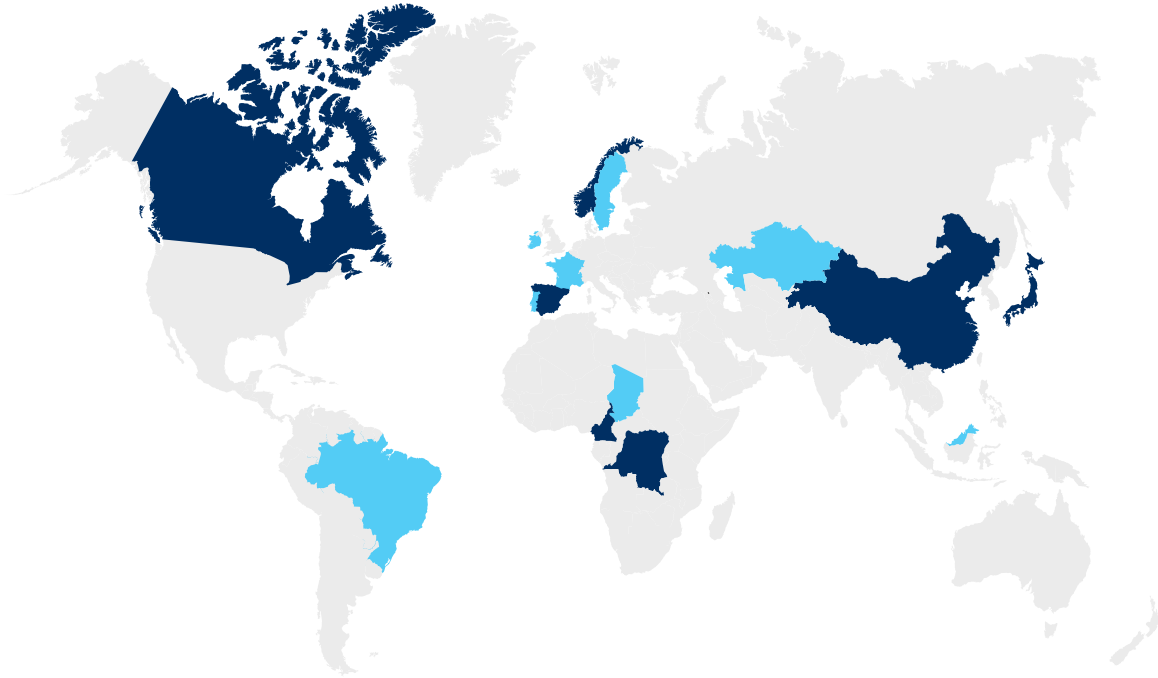
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follow the link, change de data
and replace it

SNEAK PEEK

Insert your multimedia content here. You can replace the image in the screen with your own work. Just delete this one and add yours



PROJECT STAGES



Mercury

Mercury is the closest planet to the Sun



Neptune

It's the farthest planet from the Sun



Saturn

It's composed of hydrogen and helium



Venus

Venus is the second planet from the Sun



Neptune

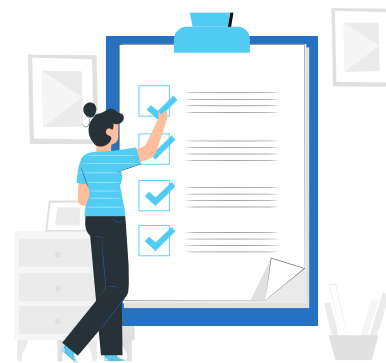
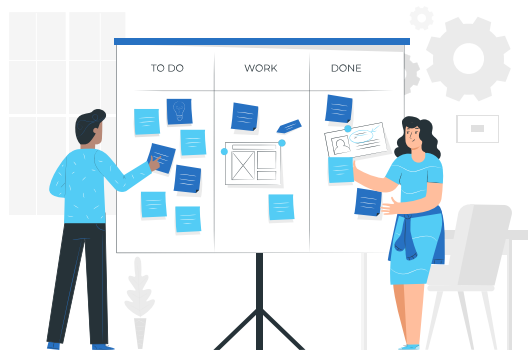
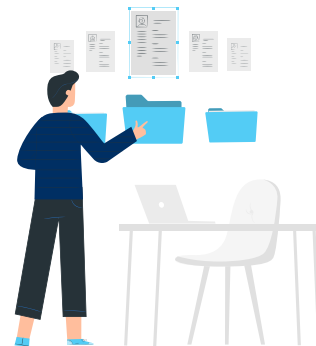
Neptune is the farthest planet from the Sun



Saturn

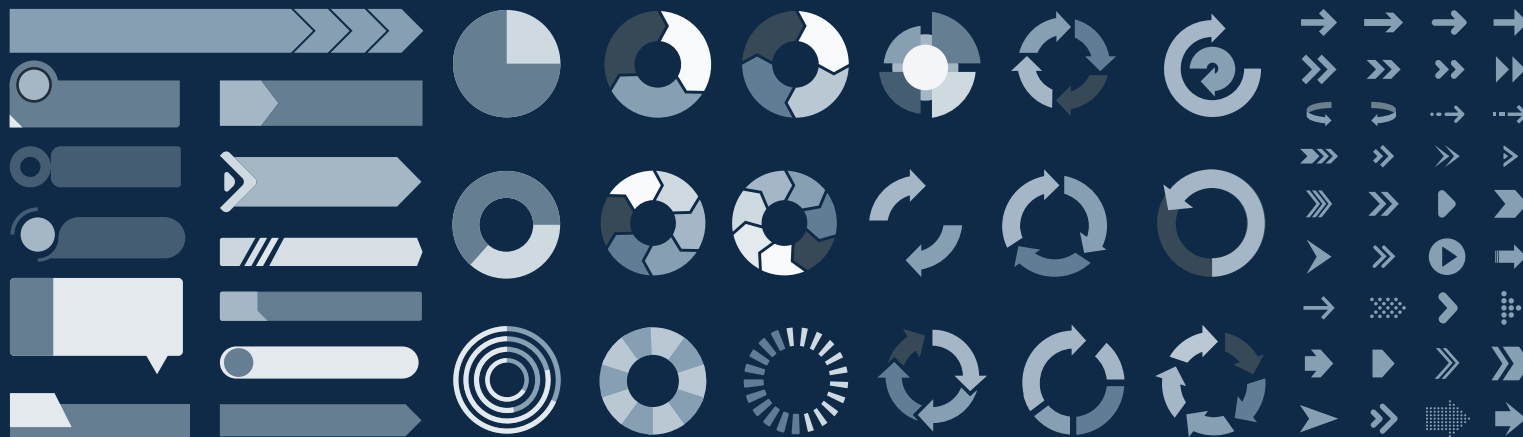
Saturn is composed of hydrogen and helium

ALTERNATIVE RESOURCES

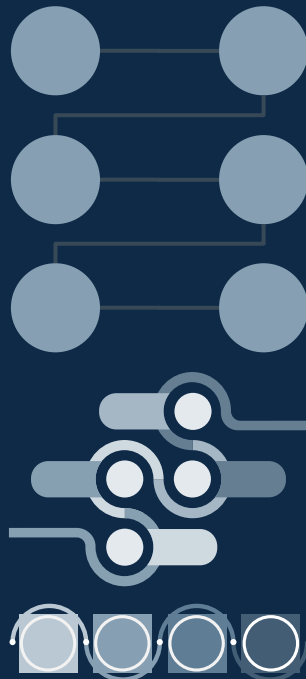
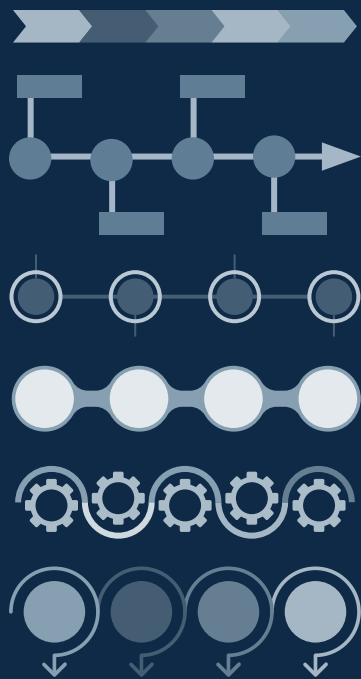
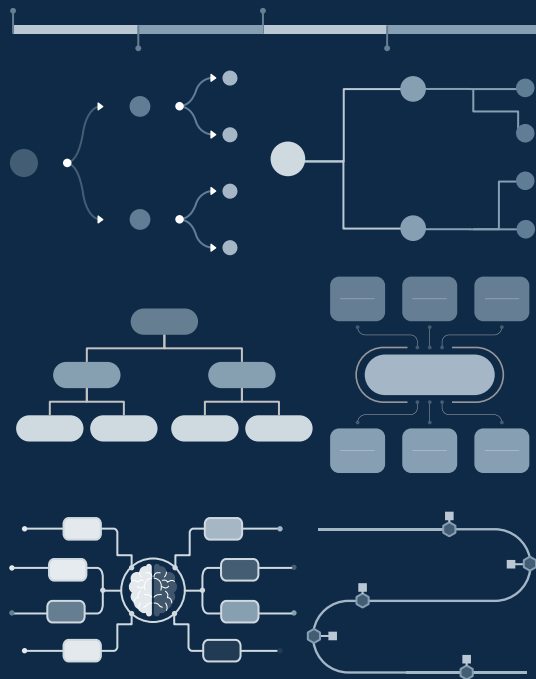


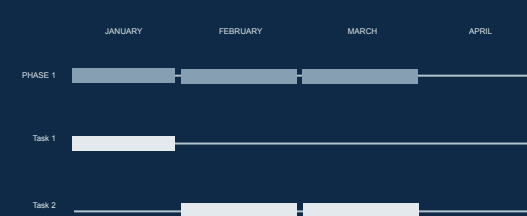
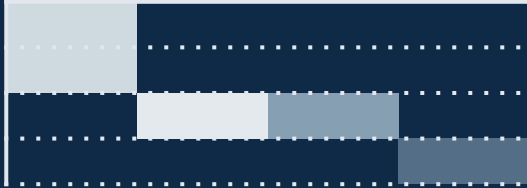
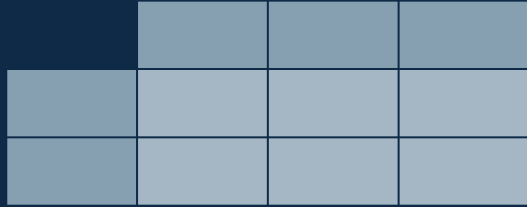
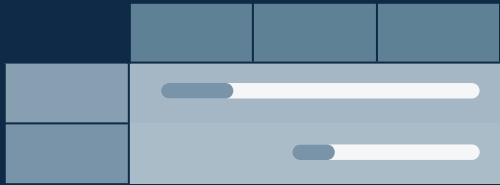
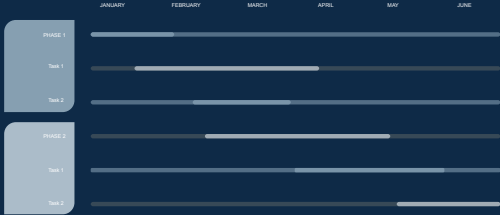
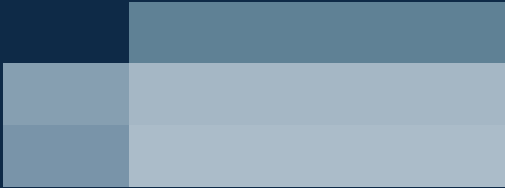
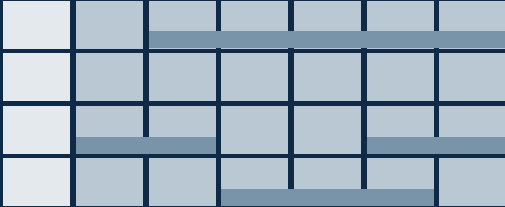
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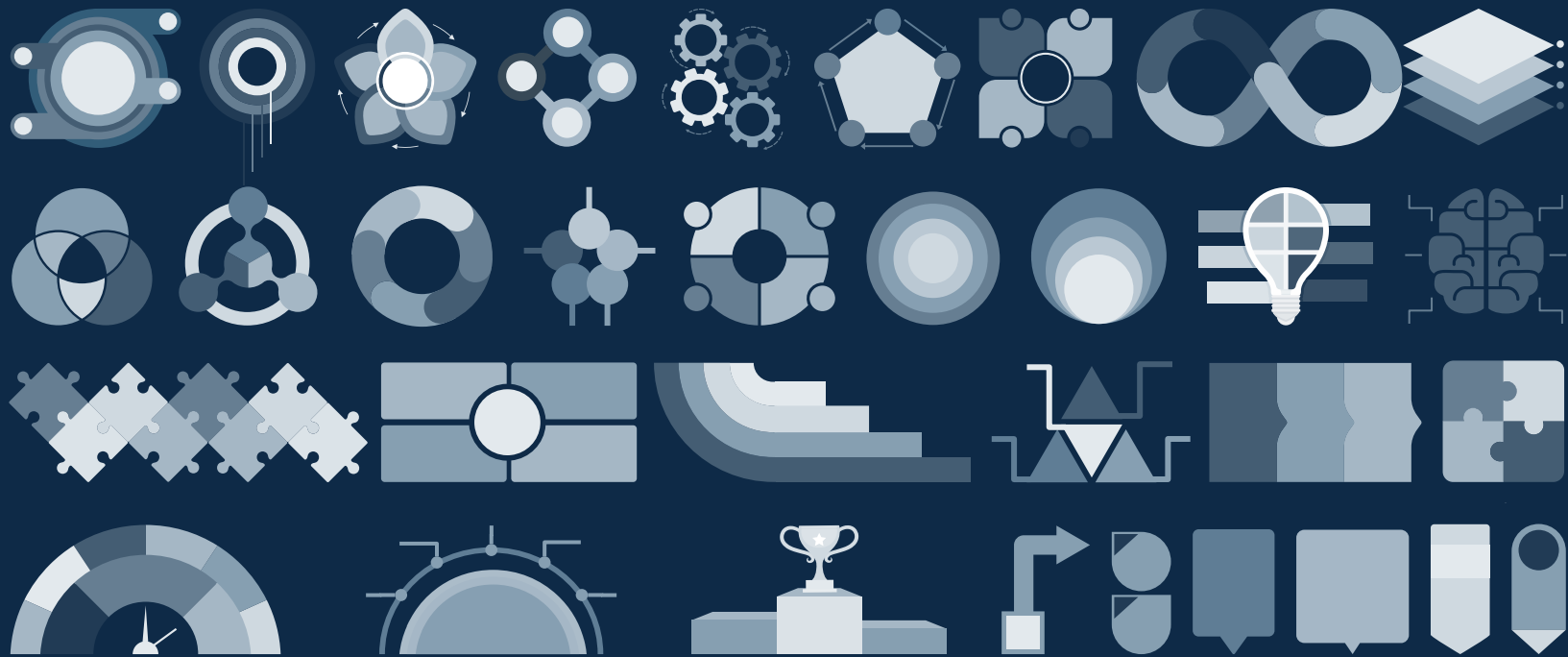
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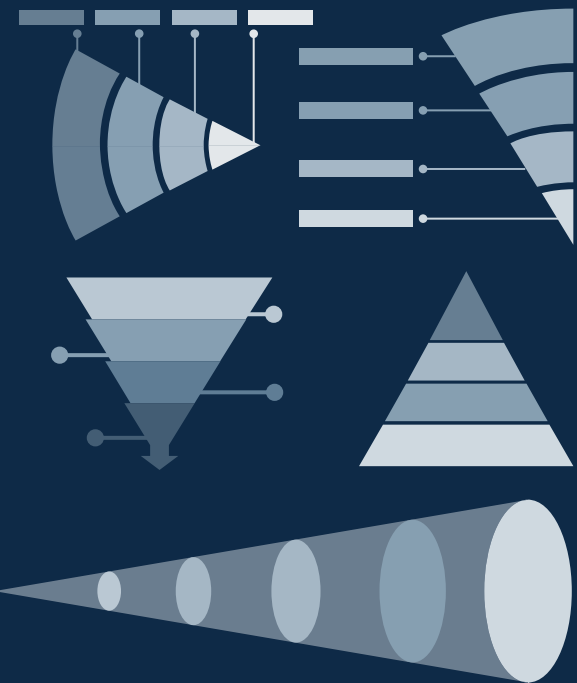
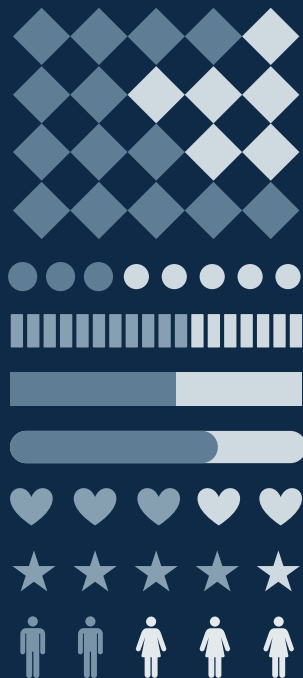
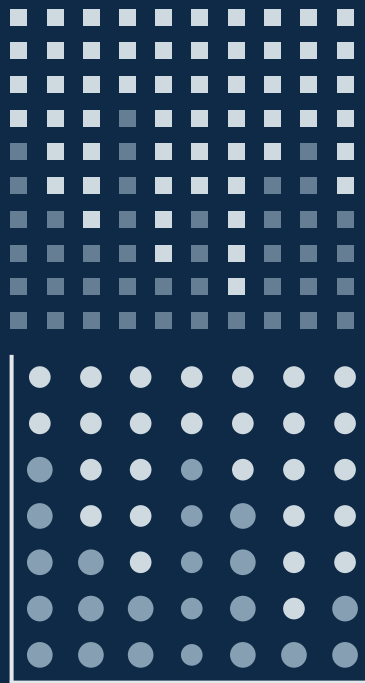












...and our sets of editable icons

You can resize these icons, keeping the quality.

You can change the stroke and fill color; just select the icon and click on the paint bucket/pen.

In Google Slides, you can also use *Flaticon* extension, allowing you to customize and add even more icons.



Educational Icons



Medical Icons



Business Icons



Teamwork Icons



Help & Support Icons



Avatar Icons



Creative Process Icons



Performing Arts Icons



Nature Icons



SEO & Marketing Icons







THE COLLABORATIVE



CALPAC
CALIFORNIA PACIFIC CHARTER SCHOOLS



CEO SMART GOALS

2020 - 2021

- Throughout the 2020 - 2021 school year, I will serve in a collaborative role with the leadership team to sustain a clear focus on student achievement metrics and indicators and make certain there is ongoing communication and updates with our Board of Directors and authorizing school districts.
- Throughout the 2020 - 2021 school year, I will serve in a collaborative role to help facilitate an internal special education audit to further assess our best practices, areas of need, and a multi-year action plan to ensure the academic and social emotional needs of our Special Education students are being met.
- Throughout the 2020 - 2021 school year, I will serve as a coach, consultant, and mentor to further a high development, collaborative, and strengths based culture that inspires our managers and leaders to create superior stakeholder experiences.
- Throughout the 2020 - 2021 school year, I will serve in a collaborative role with our Board of Directors, Executive Director(s), and Delta Managed Solutions to verify we are proactive and strategic relative to the multi-year fiscal management and fiscal health of our organization.
- Throughout the 2020 - 2021 school year, I will serve in a collaborative role with our Board of Directors and leadership team to ensure we have a CEO, Executive Director(s), and Board of Director succession plan, which will align to our short-term and long-term needs.

EXCEL ACADEMY CHARTER SCHOOLS
Regular Meeting of the Board of Directors

Minutes

Thursday, August 13, 2020
Regular Meeting Begins at 11:00 a.m.



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Dial In: 1-669-900-9128

Meeting ID: 968 0392 0961

Join URL: <https://zoom.us/j/96803920961>

1. CALL TO ORDER AND ROLL CALL

Time 11:00 a.m.

1.1. Roll Call

William Hall	President - Present
Michael Humphrey	Vice President - Absent
Susan Houle	Clerk - Present
Steve Fraire	Member - Present

2. APPROVE/ADOPT AGENDA

It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board Meeting of August 13, 2020.

Moved by SHoule

Seconded by SFraire

Roll Call Vote:

William Hall

Ayes Nays Abstained Absent

X

Michael Humphrey		X
Susan Houle	X	
Steve Fraire	X	

Motion carried unanimously, 3-0.

3. PUBLIC COMMENT - CLOSED SESSION

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board’s jurisdiction under section 8.0 Public Comments at Board Meetings.

4. ADJOURN TO CLOSED SESSION

Time: 11:01 a.m.

The Board will consider and may act on any of the Closed Session matters listed in Agenda Item 5.0.

Moved by SHoule Seconded by SFraire

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
William Hall	X			
Michael Humphrey				X
Susan Houle	X			
Steve Fraire	X			

Motion carried unanimously, 3-0.

5. CLOSED SESSION

Conference with Legal Counsel regarding Potential Litigation: 3 matters

There is significant exposure to litigation against the Agency pursuant to Government Code Section 54956.9(d)(2)

6. RECONVENE REGULAR MEETING

Time: 11:09 a.m.

William Hall, President reported out “no action was taken during closed session.”

7. PLEDGE OF ALLEGIANCE

Led by: William Hall

8. PUBLIC COMMENTS/RECOGNITION/REPORTS

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

9. CORRESPONDENCE/PROPOSALS/REPORTS

9.1. School Highlights

9.2. Delta Managed Solutions Evaluation and Tool Update, Joanne Fountain, CEO, DMS

10. CONSENT CALENDAR

Items listed under Consent Calendar are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Calendar upon the request of any member of the Board, discussed, and acted upon separately.

Consent Calendar - Board Meeting Minutes

10.1. Minutes of the Regular Board Meeting that was held on July 9, 2020

Consent Calendar - Business/Financial Services

10.2. Check Register - July 2020

10.3. Approval of License Renewal for ESET Antivirus, Anti Malware and Internet Security Solutions - EACS (Helendale) #2073, and (Warner) #2053

Consent Calendar - Education/Student Services

10.4. Approval of Excel Academy Charter School Handbook 2020-2021 - EACS (Helendale) #2073, and (Warner) #2053

10.5. Approval of Excel Academy Charter School Case Manager Handbook 2020-2021 - EACS (Helendale) #2073, and (Warner) #2053

10.6. Approval of Excel Academy Charter School COVID-19 Parent Waiver & Release Agreement - EACS (Helendale) #2073, and (Warner) #2053

10.7. Approval of Excel Academy Charter School Community Provider COVID-19 Waiver - EACS (Helendale) #2073, and (Warner) #2053

Consent Calendar - Personnel Services

10.8. Approval of Certificated Personnel Report

10.9. Approval of Classified Personnel Report

10.10. Approval of Job Descriptions

10.11. Approval of Employee Handbook

Consent Calendar - Policy Development

10.12. Approval of Revised Board Policies for the 2020-2021 School Year

Moved by SHoule

Seconded by SFraire

Roll Call Vote:

William Hall

Ayes

X

Nays

Abstained

Absent

Michael Humphrey

X

Susan Houle

X

Steve Fraire X
Motion carried unanimously, 3-0.

11. BUSINESS/FINANCIAL SERVICES

11.1. (Action) Approval of Resolution Approving Correction and Adjustment to Allocation of Certain Payables and Receivables

It is recommended the Board approve the resolution approving correction and adjustment to allocation of certain payables and receivables.

Fiscal Impact: 06/30/2019 Adjusted Balance
Excel Academy Charter School - Helendale (#2073) \$385,402
Excel Academy Charter School - Warner (#2053) \$716,989

Moved by SFraire Seconded by SHoule

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
William Hall	X			
Michael Humphrey				X
Susan Houle	X			
Steve Fraire	X			

Motion carried unanimously, 3-0.

11.2. (Action) Approval of Hatch & Cesario Agreement for Legal Services

It is recommended the Board approve the agreement for legal services with Hatch & Cesario, Attorneys-At-Law for the 2020-2021 fiscal year.

Fiscal Impact: Hourly Rate
Partners - \$260.00
Of-Counsel - \$260.00
Senior Associate - \$240.00
Associate - \$235.00
Education Consultant - \$200.00
Law Clerk - \$155.00
Paralegal - \$155.00

Moved by SHoule Seconded by SFraire

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
William Hall	X			
Michael Humphrey				X
Susan Houle	X			
Steve Fraire	X			

Motion carried unanimously, 3-0.

11.3. (Action) Approval of Parsec Education Service Agreement

It is recommended the Board approve the Parsec Education Service Agreement for one year effective July 24, 2020.

Fiscal Impact:

Excel Academy Charter School - Helendale (#2073) ~~\$7,000~~ \$3,000

Excel Academy Charter School - Warner (#2053) ~~\$3,000~~ \$7,000

Moved by SHoule

Seconded by SFraire

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
William Hall	X			
Michael Humphrey				X
Susan Houle	X			
Steve Fraire	X			

Motion carried unanimously, 3-0.

For the record, Executive Director Heidi Gasca said the Fiscal Impact is not correct. Helendale #2073 should be calculated at 30% and Warner #2053 should be calculated at 70%. (Helendale should be the lesser amount.)

11.4. (Action) Approval of MacBook Air Laptop Quote

It is recommended the Board approve the MacBook Air price quote to purchase five MacBook Air laptops for staff.

Fiscal Impact:

Excel Academy Charter School - Helendale (#2073) ~~\$3,969.42~~ \$1,701.21

Excel Academy Charter School - Warner (#2053) ~~\$1,701.21~~ \$3,969.42

Moved by SHoule

Seconded by SFraire

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
William Hall	X			
Michael Humphrey				X
Susan Houle	X			
Steve Fraire	X			

Motion carried unanimously, 3-0.

For the record, Executive Director Heidi Gasca said the Fiscal Impact is not correct. Helendale #2073 should be calculated at 30% and Warner #2053 should be calculated at 70%. (Helendale should be the lesser amount.)

12. PERSONNEL SERVICES

12.1. (Action) Approval of Employee Lease Agreement for Shared Executive Services

It is recommended the Board take the following actions:

1. Rescind the Joint Employment Agreement for Kurt Madden,
Chief Executive Officer issued July 1, 2020 - June 30, 2022
2. Approve the Employee Lease Agreement for shared Executive Services
3. Approve the Resolution Approving the Compensation for the Chief
Executive Officer

Fiscal Impact:

Excel Academy Charter School - Helendale (#2073) ~~\$64,749.43~~ \$27,749.75

Excel Academy Charter School - Warner (#2053) ~~\$27,749.75~~ \$64,749.43

Moved by SFraire

Seconded by SHoule

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
William Hall	X			
Michael Humphrey				X
Susan Houle	X			
Steve Fraire	X			

Motion carried unanimously, 3-0.

For the record, Executive Director Heidi Gasca said the Fiscal Impact is not correct.

*Helendale #2073 should be calculated at 30% and Warner #2053 should be calculated at 70%.
(Helendale should be the lesser amount.)*

13. POLICY DEVELOPMENT

13.1. (Action) Approval of New Board Policies

It is recommended the Board approve the proposed policies. These policies will replace the current policies and will allow the Board to address any related complaints or issues that may be raised in the school/work environment.

1000 Series - Community Relations

1030-EA COVID-19 Safe Reopening and Operation of Schools Policy

3000 Series - Business/Non-Instructional

3010-EA Fiscal Control Policy

4000 Series - Personnel Services

4165-EA Employee Driving Policy

Moved by SHoule

Seconded by SFraire

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
William Hall	X			
Michael Humphrey				X
Susan Houle	X			
Steve Fraire	X			

Motion carried unanimously, 3-0.

14. CALENDAR

The next scheduled meeting will be held virtually on September 10, 2020.

15. BOARD COMMENTS

The Board said they really appreciate everyone's hard work in making sure the organization is up on policies, communicating with parents, staff and they can sense that there is positive teamwork. They really appreciate the presentations and communication. They especially like it when watching the presentations that they get answers as it moves along. The clarity so parents can understand is really important too, and they really appreciate the professionalism and integrity of the leadership team. Thank you.

16. CEO COMMENTS

The CEO said you can see the passion in Heidi. She is setting her team up for success and she is going to get into some good student achievement data and get off to a good start. She is learning the nuances of finance and he said he likes the Eagle. Thank you.

17. ADJOURNMENT

The Regular meeting of the Board of Directors adjourned at 11:45 a.m.

Moved by SHoule

Seconded by SFraire

<u>Roll Call Vote:</u>	<u>Ayes</u>	<u>Nays</u>	<u>Abstained</u>	<u>Absent</u>
William Hall	X			
Michael Humphrey				X
Susan Houle	X			
Steve Fraire	X			

Motion carried unanimously, 3-0.

Signed:

Signed:

Kurt Madden
Secretary, Governing Board

Susan Houle
Clerk, Governing Board

Check Number	Check Date	Vendor Name	Invoice Number	Fund Code	Check Amount
12281	8/5/2020	Matthew Landin (Around the World Stories)	1048	66	\$ (135.00)
	8/5/2020	Matthew Landin (Around the World Stories)	1048-1	66	\$ (154.95)
12789	8/5/2020	Quill	2540805	66	\$ (6.95)
	8/5/2020	Quill	2574502	66	\$ (15.48)
	8/5/2020	Quill	2576872	66	\$ (8.61)
15319	8/5/2020	Valerie G. Marich	263623581	66	\$ (195.00)
16843	8/18/2020	Anchor Counseling & Education Solutions, LLC	20C addendum	77	\$ (2,167.50)
	8/18/2020	Anchor Counseling & Education Solutions, LLC	21C	66	\$ (1,226.25)
	8/18/2020	Anchor Counseling & Education Solutions, LLC	21C	77	\$ (2,677.50)
16902	8/31/2020	Henry's Optimum Stages Tutoring	263670450	77	\$ (3,931.25)
17000	8/31/2020	Henry's Optimum Stages Tutoring	263410540	77	\$ (1,414.31)
	8/31/2020	Henry's Optimum Stages Tutoring	263504003	77	\$ (1,062.50)
17024	8/4/2020	Kids Institute for Development & Advancement	26856	77	\$ 375.00
17025	8/4/2020	Oxford Consulting Services, Inc.	138019	77	\$ 375.00
	8/4/2020	Oxford Consulting Services, Inc.	138025	66	\$ 393.75
17026	8/4/2020	Professional Tutors of America, Inc	73089	77	\$ 400.00
	8/4/2020	Professional Tutors of America, Inc	73373	77	\$ 240.00
	8/4/2020	Professional Tutors of America, Inc	73784	77	\$ 720.00
17027	8/4/2020	SenseAbilities	CCS0620	77	\$ 1,045.00
17028	8/4/2020	Specialized Therapy Services, Inc.	CCCS13-0620	66	\$ 195.00
	8/4/2020	Specialized Therapy Services, Inc.	CCCS13-0620	77	\$ 297.50
	8/4/2020	Specialized Therapy Services, Inc.	CCCS15-0620	66	\$ 700.00
	8/4/2020	Specialized Therapy Services, Inc.	CCCS15-0620	77	\$ 85.00
17029	8/4/2020	Therapy in Action	EX2020-06	66	\$ 400.00
17030	8/4/2020	Total Education Solutions	2714765	77	\$ 451.25
	8/4/2020	Total Education Solutions	2767622	77	\$ 47.50
17031	8/5/2020	Art of Problem Solving	213505	77	\$ 96.00

17032	8/5/2020 Houghton Mifflin Harcourt	954872618	77	\$	207.20
	8/5/2020 Houghton Mifflin Harcourt	954872619	77	\$	414.40
	8/5/2020 Houghton Mifflin Harcourt	954878531	77	\$	108.29
	8/5/2020 Houghton Mifflin Harcourt	954878532	77	\$	217.50
17033	8/5/2020 Dexter Creative	263670926	77	\$	77.50
17034	8/5/2020 Education Francais Los Angeles	263670927	66	\$	20.40
17035	8/5/2020 Guitar Center	ARINV54040078	77	\$	18.31
	8/5/2020 Guitar Center	ARINV54164503	77	\$	7.53
17036	8/5/2020 School Pathways, LLC	65271	77	\$	5,124.75
	8/5/2020 School Pathways, LLC	65272	77	\$	1,031.85
	8/5/2020 School Pathways, LLC	65405	77	\$	(440.51)
	8/5/2020 School Pathways, LLC	65436	77	\$	(715.14)
	8/5/2020 School Pathways, LLC	65590	77	\$	(83.31)
17037	8/5/2020 American Printing House For the Blind, Inc.	A059388	77	\$	699.00
17038	8/5/2020 Blick Art Material	4202147	77	\$	40.09
17039	8/5/2020 Build-A-Project	2	77	\$	26.94
	8/5/2020 Build-A-Project	3	77	\$	37.71
17040	8/5/2020 Cox Business	7901-072520	77	\$	707.17
17041	8/5/2020 Nancy Larson Publishers, Inc.	7041	77	\$	382.15
17042	8/5/2020 Promo Direct	N135412	66	\$	195.00
	8/5/2020 Promo Direct	N135412	77	\$	395.40
17043	8/5/2020 Rainbow Resource Center	2989247	77	\$	125.71
17044	8/5/2020 Read Naturally	240942	77	\$	3,040.00
17045	8/5/2020 Staples	3452235179	77	\$	120.10
17046	8/5/2020 UPS	00002E01V5300	77	\$	31.69
17047	8/5/2020 Matthew Landin (Around the World Stories)	1048	66	\$	135.00

	8/5/2020 Matthew Landin (Around the World Stories)	1048-1	66	\$	154.95
17048	8/5/2020 Quill	2540805	66	\$	6.95
	8/5/2020 Quill	2574502	66	\$	15.48
	8/5/2020 Quill	2576872	66	\$	8.61
17049	8/5/2020 Valerie G. Marich	263623581	66	\$	195.00
17050	8/6/2020 Apex Learning Inc	SOINV00107782	77	\$	1,500.00
17051	8/6/2020 Barnes & Noble, Inc.	3989356	77	\$	41.88
	8/6/2020 Barnes & Noble, Inc.	4013997	77	\$	(27.92)
17052	8/6/2020 Staples	3445061948	77	\$	113.55
	8/6/2020 Staples	3445753108	77	\$	211.87
	8/6/2020 Staples	3445753110	77	\$	37.28
	8/6/2020 Staples	3446434382	77	\$	185.25
	8/6/2020 Staples	3446434383	77	\$	8.14
	8/6/2020 Staples	3446434393	77	\$	113.96
	8/6/2020 Staples	3446434394	77	\$	43.89
	8/6/2020 Staples	3446434396	77	\$	17.24
	8/6/2020 Staples	3446434397	77	\$	15.25
	8/6/2020 Staples	3446434398	77	\$	10.96
	8/6/2020 Staples	3446766196	77	\$	(215.49)
	8/6/2020 Staples	3446766197	77	\$	34.47
	8/6/2020 Staples	3446766198	77	\$	18.69
	8/6/2020 Staples	3448587838	77	\$	108.51
	8/6/2020 Staples	3448587839	77	\$	41.47
	8/6/2020 Staples	3448587840	77	\$	100.24
	8/6/2020 Staples	3448587841	77	\$	164.99
	8/6/2020 Staples	3448587842	77	\$	76.05
17053	8/13/2020 Staples	3404280725	77	\$	111.82
17054	8/14/2020 American Printing House For the Blind, Inc.	A059492	77	\$	437.00
17055	8/14/2020 Enchanted Learning, LLC	200728-150657D	77	\$	125.00
17056	8/14/2020 Singapore Math Inc	352989	66	\$	121.24
	8/14/2020 Singapore Math Inc	353041	77	\$	66.32
17057	8/14/2020 Staples	3451239659	77	\$	74.70
	8/14/2020 Staples	3451239660	77	\$	13.34
	8/14/2020 Staples	3451239661	77	\$	12.38

17058	8/14/2020 Tales2Go	9423	66	\$ 1,287.00
	8/14/2020 Tales2Go	9423	77	\$ 2,613.00
17059	8/14/2020 Stacy Heath	081020-Payroll	77	\$ 165.83
17060	8/18/2020 Anchor Counseling & Education Solutions, LLC	20C addendum	77	\$ 2,167.50
	8/18/2020 Anchor Counseling & Education Solutions, LLC	21C	66	\$ 1,226.25
	8/18/2020 Anchor Counseling & Education Solutions, LLC	21C	77	\$ 2,677.50
17061	8/21/2020 Art of Problem Solving	213824	66	\$ 438.36
17062	8/21/2020 Peace Hill Press, Inc. dba Well Trained Mind Press	52609	66	\$ 32.00
17063	8/21/2020 Thinkwell Corporation	204414	77	\$ 125.00
	8/21/2020 Thinkwell Corporation	204415	77	\$ 125.00
	8/21/2020 Thinkwell Corporation	204425	77	\$ 125.00
17064	8/21/2020 Verizon Wireless	9859665797	77	\$ 986.10
17065	8/21/2020 Barnes & Noble, Inc.	3989375	77	\$ 151.88
	8/21/2020 Barnes & Noble, Inc.	3989395	66	\$ 51.47
	8/21/2020 Barnes & Noble, Inc.	4018134	77	\$ (14.85)
	8/21/2020 Barnes & Noble, Inc.	4018135	66	\$ (4.36)
17066	8/21/2020 Barnes & Noble, Inc.	3989583	66	\$ 338.70
17067	8/21/2020 Staples	3385201955	77	\$ 325.75
17068	8/21/2020 The Irvine Co/One Technology	090120	77	\$ 5,997.31
17069	8/21/2020 Staples	3387438854	77	\$ 173.43
	8/21/2020 Staples	3390896777	77	\$ 85.11
17070	8/27/2020 Irvine Police Department	2165-081820	77	\$ 15.00
17071	8/27/2020 Mobile Beacon	MB114120	66	\$ 425.00
	8/27/2020 Mobile Beacon	MB114120	77	\$ 865.00
17072	8/28/2020 All About Learning Press, Inc	903311	66	\$ 28.66

	8/28/2020 All About Learning Press, Inc	903313	77	\$	163.18
17073	8/28/2020 Art of Problem Solving	213842	77	\$	127.15
17074	8/28/2020 CM School Supply, Inc.	003480247-0	77	\$	161.39
17075	8/28/2020 Elemental Science (Elemental Science, Inc.)	IN-2424	66	\$	142.49
	8/28/2020 Elemental Science (Elemental Science, Inc.)	IN-2425	66	\$	96.78
17076	8/28/2020 JackKris Publishing, LLC	264027147	77	\$	64.38
17077	8/28/2020 Kajeet, Inc	INV12836	66	\$	823.00
	8/28/2020 Kajeet, Inc	INV12836	77	\$	1,672.69
17078	8/28/2020 Lakeshore Learning Materials	3021600820	77	\$	72.98
	8/28/2020 Lakeshore Learning Materials	3021660820	77	\$	316.08
17079	8/28/2020 LEGO Education	10887075	77	\$	91.53
17080	8/28/2020 New-York Historical Society	EXDL111320	77	\$	120.00
	8/28/2020 New-York Historical Society	EXDL1120	77	\$	120.00
17081	8/28/2020 Pandia	11935	66	\$	34.99
17082	8/28/2020 Rainbow Resource Center	3052338	66	\$	18.19
	8/28/2020 Rainbow Resource Center	3053046	66	\$	68.25
	8/28/2020 Rainbow Resource Center	3053057	77	\$	711.62
	8/28/2020 Rainbow Resource Center	3053187	66	\$	206.90
	8/28/2020 Rainbow Resource Center	3053208	66	\$	49.41
	8/28/2020 Rainbow Resource Center	3056293	66	\$	177.91
	8/28/2020 Rainbow Resource Center	3056323	66	\$	131.63
	8/28/2020 Rainbow Resource Center	3056449	77	\$	570.34
	8/28/2020 Rainbow Resource Center	3056453	77	\$	345.97
17083	8/28/2020 Rainbow Resource Center	3052331	77	\$	278.50
	8/28/2020 Rainbow Resource Center	3052363	77	\$	212.33

17084	8/28/2020 San Bernardino Superintendent Of Schools	210049	77	\$	600.00
17085	8/28/2020 Scripps National Spelling Bee	SK32-354891	77	\$	182.50
17086	8/28/2020 Staples	3453607235	77	\$	8.85
17087	8/28/2020 Stephens Educational Services	000800	66	\$	198.00
	8/28/2020 Stephens Educational Services	055820	77	\$	193.00
	8/28/2020 Stephens Educational Services	166845	66	\$	198.00
	8/28/2020 Stephens Educational Services	222113	66	\$	98.40
	8/28/2020 Stephens Educational Services	388152	77	\$	196.50
	8/28/2020 Stephens Educational Services	388549	77	\$	127.40
	8/28/2020 Stephens Educational Services	444581	77	\$	127.40
17088	8/28/2020 Studies Weekly	347111	66	\$	64.54
17089	8/28/2020 Teaching Textbooks	28747	66	\$	43.08
17090	8/28/2020 Thinkwell Corporation	204437	77	\$	260.59
	8/28/2020 Thinkwell Corporation	204438	66	\$	125.00
	8/28/2020 Thinkwell Corporation	204439	66	\$	125.00
	8/28/2020 Thinkwell Corporation	204440	77	\$	125.00
	8/28/2020 Thinkwell Corporation	204445	66	\$	125.00
	8/28/2020 Thinkwell Corporation	204446	66	\$	125.00
	8/28/2020 Thinkwell Corporation	204456	66	\$	232.16
	8/28/2020 Thinkwell Corporation	204457	66	\$	125.00
	8/28/2020 Thinkwell Corporation	204458	77	\$	625.00
17091	8/28/2020 Accrediting Commission for Schools Western Assoc of Schools & Colleges	1302080	66	\$	353.00
	8/28/2020 Accrediting Commission for Schools Western Assoc of Schools & Colleges	1302080	77	\$	717.00
17092	8/28/2020 Foundation for Educational Administration	751078D9-0001	77	\$	465.00

17093	8/28/2020 Art of Problem Solving	213839	66	\$	144.00
17094	8/28/2020 BrainPOP	US210204	66	\$	973.00
	8/28/2020 BrainPOP	US210204	77	\$	1,977.00
17095	8/28/2020 GovConnection, Inc. dba Connection	70266312	77	\$	801.10
	8/28/2020 GovConnection, Inc. dba Connection	70266314	77	\$	808.53
	8/28/2020 GovConnection, Inc. dba Connection	70266316	77	\$	804.82
	8/28/2020 GovConnection, Inc. dba Connection	70266317	66	\$	819.69
17096	8/28/2020 eat2explore	104012	66	\$	109.84
17097	8/28/2020 EIE Academy	80803	66	\$	53.99
17098	8/28/2020 Elemental Science (Elemental Science, Inc.)	IN-2409	77	\$	81.40
17099	8/28/2020 Interactive Media Publishing	2013610	66	\$	403.25
17100	8/28/2020 GeoMatters	00050570	77	\$	36.23
17101	8/28/2020 JackKris Publishing, LLC	264026520	66	\$	21.99
	8/28/2020 JackKris Publishing, LLC	264027469	77	\$	37.98
	8/28/2020 JackKris Publishing, LLC	264027494	66	\$	32.99
	8/28/2020 JackKris Publishing, LLC	264028758	77	\$	39.09
17102	8/28/2020 Logic of English	INV9323	77	\$	287.66
17103	8/28/2020 Moxie Box Art	5932	66	\$	270.79
	8/28/2020 Moxie Box Art	5933	66	\$	151.98
17104	8/28/2020 Pitney Bowes	8292-080920	77	\$	44.38
17105	8/28/2020 School Pathways, LLC	65644	77	\$	2,488.23
	8/28/2020 School Pathways, LLC	65645	77	\$	1,253.07
17106	8/28/2020 School Datebooks	C20-0185820A	66	\$	1,571.00
	8/28/2020 School Datebooks	C20-0185820A	77	\$	3,189.72
	8/28/2020 School Datebooks	C20-0185820B	66	\$	277.00
	8/28/2020 School Datebooks	C20-0185820B	77	\$	563.13
17107	8/28/2020 Starfall Educational Foundation	4456-2289-8616	77	\$	270.00

17108	8/28/2020 Stephens Educational Services	344667	77	\$	98.40
	8/28/2020 Stephens Educational Services	477384	66	\$	78.40
	8/28/2020 Stephens Educational Services	533437	66	\$	98.40
17109	8/28/2020 Super Teacher Worksheets	1617	77	\$	350.00
17110	8/28/2020 Teaching Textbooks	28642	77	\$	144.26
17111	8/28/2020 Tina McCarthy	MCC08102020	77	\$	50.00
17112	8/28/2020 Turnitin, LLC	IN11199540	66	\$	600.00
	8/28/2020 Turnitin, LLC	IN11199540	77	\$	1,220.00
17113	8/28/2020 Memoria Press	C140998	77	\$	47.97
17114	8/28/2020 All About Learning Press, Inc	903273	77	\$	177.84
	8/28/2020 All About Learning Press, Inc	903312	77	\$	213.21
17115	8/28/2020 Art of Problem Solving	214065	77	\$	116.37
17116	8/28/2020 Beautiful Feet Books, Inc.	12456	77	\$	39.37
17117	8/28/2020 California Homeschool Network	132	77	\$	75.00
17118	8/28/2020 Imagine Learning Inc.	166456	66	\$	1,279.00
	8/28/2020 Imagine Learning Inc.	166456	77	\$	2,596.00
17119	8/28/2020 JackKris Publishing, LLC	264028090	66	\$	60.92
	8/28/2020 JackKris Publishing, LLC	264029868	66	\$	32.99
	8/28/2020 JackKris Publishing, LLC	264031129	77	\$	60.92
	8/28/2020 JackKris Publishing, LLC	264031144	77	\$	55.17
	8/28/2020 JackKris Publishing, LLC	264031641	77	\$	32.99
	8/28/2020 JackKris Publishing, LLC	264036550	66	\$	21.99
17120	8/28/2020 LEGO Education	10887307	77	\$	342.48

17121	8/28/2020 Logicopy	INV31868	66	\$	66.00
	8/28/2020 Logicopy	INV31868	77	\$	133.40
17122	8/28/2020 Rainbow Resource Center	3052351	77	\$	107.96
	8/28/2020 Rainbow Resource Center	3053237	66	\$	165.00
17123	8/28/2020 Stephens Educational Services	122510	77	\$	98.40
	8/28/2020 Stephens Educational Services	155670	66	\$	193.00
	8/28/2020 Stephens Educational Services	311924	77	\$	136.50
17124	8/28/2020 Teaching Textbooks	28832	77	\$	137.13
	8/28/2020 Teaching Textbooks	28846	66	\$	57.18
17125	8/28/2020 The Logic of English	INV9405	66	\$	20.79
17126	8/28/2020 San Bernardino Superintendent Of Schools	SBCSAUG2020	66	\$	48,953.68
	8/28/2020 San Bernardino Superintendent Of Schools	SBCSAUG2020-Buy Back	66	\$	966.77
17127	8/28/2020 Lisa Durham	8-27-20 Payroll	66	\$	834.29
17128	8/31/2020 Henry's Optimum Stages Tutoring	263410540	77	\$	1,414.31
17129	8/31/2020 Henry's Optimum Stages Tutoring	263504003	77	\$	1,062.50
17130	8/31/2020 Henry's Optimum Stages Tutoring	263670450	77	\$	3,931.25
ACH00548	8/4/2020 Megan Lopez	Expense 070220 ML	66	\$	11.24
	8/4/2020 Megan Lopez	Expense 070220 ML	77	\$	3.75
ACH00549	8/5/2020 Amazon Capital Services, Inc.	19CR-C6X6-DD3Y	77	\$	89.39
ACH00550	8/5/2020 Amazon Capital Services, Inc.	13VQ-6P4V-4VQ7	77	\$	226.22
	8/5/2020 Amazon Capital Services, Inc.	1DXH-RVX3-6F1L	77	\$	(19.11)
	8/5/2020 Amazon Capital Services, Inc.	1GCR-G493-VJJ1	77	\$	(40.84)
	8/5/2020 Amazon Capital Services, Inc.	1M41-KTNK-HTX6	77	\$	(53.00)
	8/5/2020 Amazon Capital Services, Inc.	1MJW-G7NY-7WDP	66	\$	(23.68)

	8/5/2020 Amazon Capital Services, Inc.	1WL1-R3PH-KG19	77	\$	(16.38)
ACH00551	8/5/2020 Coastal Music Studios	263670925	77	\$	130.00
ACH00552	8/5/2020 Amazon Capital Services, Inc.	1MNG-HJ97-9YLG	77	\$	198.14
	8/5/2020 Amazon Capital Services, Inc.	1XP1-R7C4-4KKQ	77	\$	287.65
ACH00553	8/6/2020 McColgan and Associates Inc	3778	66	\$	871.75
ACH00554	8/6/2020 McColgan and Associates Inc	3780	77	\$	5,091.75
ACH00555	8/14/2020 Amazon Capital Services, Inc.	1TW4-QVW6-DH6W	77	\$	13.74
ACH00556	8/14/2020 Amazon Capital Services, Inc.	1G3M-JYH6-VQWX	77	\$	77.53
	8/14/2020 Amazon Capital Services, Inc.	1YFW-DPFF-JX1H	77	\$	87.09
ACH00557	8/21/2020 Amazon Capital Services, Inc.	11XK-H63C-34RN	66	\$	101.66
	8/21/2020 Amazon Capital Services, Inc.	1C96-M3MF-GGL7	77	\$	73.60
	8/21/2020 Amazon Capital Services, Inc.	1NFV-N76T-JC9T	66	\$	189.14
	8/21/2020 Amazon Capital Services, Inc.	1PVH-LGDV-M7V9	66	\$	257.44
	8/21/2020 Amazon Capital Services, Inc.	1YDR-VVHG-GFX1	66	\$	38.37
ACH00558	8/21/2020 Amazon Capital Services, Inc.	1C3V-GPHG-3JHV	77	\$	11.84
	8/21/2020 Amazon Capital Services, Inc.	1C3V-GPHG-KL3L	77	\$	15.20
	8/21/2020 Amazon Capital Services, Inc.	1L4V-9DD9-7D3C	77	\$	12.92
	8/21/2020 Amazon Capital Services, Inc.	1L4V-9DD9-931K	77	\$	11.03
	8/21/2020 Amazon Capital Services, Inc.	1LPX-XLFY-PMDM	77	\$	16.13
	8/21/2020 Amazon Capital Services, Inc.	1TJJ-6CRN-DPKW	77	\$	10.76
	8/21/2020 Amazon Capital Services, Inc.	1TJJ-6CRN-LP66	77	\$	15.20
	8/21/2020 Amazon Capital Services, Inc.	1TJJ-6CRN-MHWR	77	\$	11.21
ACH00559	8/21/2020 Michael Humphrey	MH-August 2020	66	\$	250.00

	8/21/2020 Michael Humphrey	MH-August 2020	77	\$	250.00
ACH00560	8/21/2020 Steve Fraire	SF-August 2020	66	\$	250.00
	8/21/2020 Steve Fraire	SF-August 2020	77	\$	250.00
ACH00561	8/21/2020 Susan Houle	SH-August 2020	66	\$	250.00
	8/21/2020 Susan Houle	SH-August 2020	77	\$	250.00
ACH00562	8/21/2020 William Hall	WH-August 2020	66	\$	250.00
	8/21/2020 William Hall	WH-August 2020	77	\$	250.00
ACH00563	8/28/2020 Delta Managed Solutions	EAC 09-20	77	\$	29,008.32
ACH00564	8/28/2020 Delta Managed Solutions	EACE 09-20	66	\$	12,118.68
ACH00565	8/28/2020 Amazon Capital Services, Inc.	1CWC-HX37-HR16	77	\$	31.73
	8/28/2020 Amazon Capital Services, Inc.	1CWC-HX37-MVKN	77	\$	29.03
	8/28/2020 Amazon Capital Services, Inc.	1D7H-LYCN-9F9M	77	\$	35.74
	8/28/2020 Amazon Capital Services, Inc.	1D7H-LYCN-HXNQ	66	\$	18.56
	8/28/2020 Amazon Capital Services, Inc.	1GV6-J6X1-LN16	66	\$	188.48
	8/28/2020 Amazon Capital Services, Inc.	1KLV-D4PR-C343	66	\$	110.07
	8/28/2020 Amazon Capital Services, Inc.	1KLV-D4PR-D4LY	77	\$	51.81
	8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-GL7Y	77	\$	190.66
	8/28/2020 Amazon Capital Services, Inc.	1NFV-N76T-K4WJ	77	\$	71.32
	8/28/2020 Amazon Capital Services, Inc.	1P7G-7TF9-6X76	77	\$	91.59
	8/28/2020 Amazon Capital Services, Inc.	1PK3-1GFL-DY33	77	\$	72.26
	8/28/2020 Amazon Capital Services, Inc.	1PVH-LGDV-47G9	66	\$	240.13
	8/28/2020 Amazon Capital Services, Inc.	1PVH-LGDV-9MYF	77	\$	50.17
	8/28/2020 Amazon Capital Services, Inc.	1QHK-KPTC-43L3	66	\$	37.03

	8/28/2020 Amazon Capital Services, Inc.	1QHK-KPTC-9PWK	77	\$	20.46
	8/28/2020 Amazon Capital Services, Inc.	1QHK-KPTC-KDDJ	66	\$	816.75
	8/28/2020 Amazon Capital Services, Inc.	1QHK-KPTC-WD9W	77	\$	25.84
	8/28/2020 Amazon Capital Services, Inc.	1QHK-KPTC-X3TV	77	\$	87.22
	8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-7N9F	66	\$	14.86
	8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-FR1D	77	\$	117.98
	8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-GJJM	77	\$	104.85
	8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-H7PF	77	\$	18.18
	8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-HW3X	77	\$	54.40
	8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-K9GQ	66	\$	32.80
	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-C3K4	66	\$	87.50
	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-CQP4	77	\$	6.13
ACH00566	8/28/2020 Amazon Capital Services, Inc.	1CWC-HX37-G1Y1	77	\$	53.64
	8/28/2020 Amazon Capital Services, Inc.	1CWC-HX37-TTCT	77	\$	241.79
	8/28/2020 Amazon Capital Services, Inc.	1CWC-HX37-YXNL	66	\$	21.19
	8/28/2020 Amazon Capital Services, Inc.	1CXY-VLWT-CVR9	77	\$	43.80
	8/28/2020 Amazon Capital Services, Inc.	1D7H-LYCN-39P4	77	\$	32.31
	8/28/2020 Amazon Capital Services, Inc.	1D7H-LYCN-3R3V	77	\$	56.73
	8/28/2020 Amazon Capital Services, Inc.	1D7H-LYCN-3X1R	66	\$	217.91
	8/28/2020 Amazon Capital Services, Inc.	1D7H-LYCN-4X7F	66	\$	29.51
	8/28/2020 Amazon Capital Services, Inc.	1D7H-LYCN-LDRT	77	\$	206.52
	8/28/2020 Amazon Capital Services, Inc.	1D7H-LYCN-TL97	77	\$	13.62
	8/28/2020 Amazon Capital Services, Inc.	1KLV-D4PR-9XP3	66	\$	153.94

8/28/2020 Amazon Capital Services, Inc.	1KLV-D4PR-PDQN	77	\$	140.48
8/28/2020 Amazon Capital Services, Inc.	1KLV-D4PR-ODKY	77	\$	30.80
8/28/2020 Amazon Capital Services, Inc.	1KLV-D4PR-R9QL	77	\$	22.72
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-33RX	77	\$	66.84
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-6HQJ	77	\$	84.35
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-74GH	66	\$	17.23
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-FLP1	66	\$	7.64
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-LHJ6	66	\$	29.51
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-PXQV	66	\$	304.82
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-TWY6	77	\$	18.26
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-WN34	77	\$	321.56
8/28/2020 Amazon Capital Services, Inc.	1PK3-1GFL-N4TP	66	\$	10.37
8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-7934	77	\$	447.60
8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-GMFQ	77	\$	143.77
8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-MX97	66	\$	78.43
8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-QV91	66	\$	200.04
8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-W6JW	77	\$	52.91
8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-4L6Q	77	\$	34.12
8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-9F9K	77	\$	17.51
8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-HJLC	66	\$	95.63
8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-JNRM	77	\$	233.24
8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-PFH6	77	\$	182.05
8/28/2020 Amazon Capital Services, Inc.	1VV3-GNKL-FPTK	77	\$	16.66

ACH00567	8/28/2020 Amazon Capital Services, Inc.	11XK-H63C-NHJQ	77	\$	13.23
	8/28/2020 Amazon Capital Services, Inc.	14PR-3YGG-LRKQ	77	\$	19.89
	8/28/2020 Amazon Capital Services, Inc.	14PR-3YGG-M6M4	77	\$	59.73
	8/28/2020 Amazon Capital Services, Inc.	14PR-3YGG-V93N	77	\$	71.83
	8/28/2020 Amazon Capital Services, Inc.	14PR-3YGG-VL49	66	\$	268.03
	8/28/2020 Amazon Capital Services, Inc.	14PR-3YGG-XXKT	66	\$	5.90
	8/28/2020 Amazon Capital Services, Inc.	14PR-3YGG-YLNV	66	\$	399.70
	8/28/2020 Amazon Capital Services, Inc.	16C3-49LT-3WCM	77	\$	40.34
	8/28/2020 Amazon Capital Services, Inc.	16C3-49LT-FL4P	77	\$	78.63
	8/28/2020 Amazon Capital Services, Inc.	16C3-49LT-H6QN	66	\$	126.24
	8/28/2020 Amazon Capital Services, Inc.	16G7-KHCM-NTTQ	66	\$	69.34
	8/28/2020 Amazon Capital Services, Inc.	16PJ-QWF6-79M7	77	\$	126.50
	8/28/2020 Amazon Capital Services, Inc.	16PJ-QWF6-GVXJ	77	\$	208.04
	8/28/2020 Amazon Capital Services, Inc.	16V7-C3L9-3YQN	77	\$	49.44
	8/28/2020 Amazon Capital Services, Inc.	16V7-C3L9-D7CW	77	\$	28.23
	8/28/2020 Amazon Capital Services, Inc.	16V7-C3L9-HKPH	77	\$	33.99
	8/28/2020 Amazon Capital Services, Inc.	16V7-C3L9-KLLH	66	\$	80.79
	8/28/2020 Amazon Capital Services, Inc.	16V7-C3L9-MJCY	77	\$	226.92
	8/28/2020 Amazon Capital Services, Inc.	174N-YTFC-DLTN	77	\$	43.12
	8/28/2020 Amazon Capital Services, Inc.	174N-YTFC-JRYR	66	\$	53.51
	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-DHPD	66	\$	340.06
	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-DXDM	66	\$	13.99
	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-HXRG	66	\$	121.28

	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-JWMP	77	\$	32.31
	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-MWKL	77	\$	175.22
	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-P3DP	77	\$	25.19
	8/28/2020 Amazon Capital Services, Inc.	1V47-NFJM-LX1P	77	\$	30.39
	8/28/2020 Amazon Capital Services, Inc.	1Y9D-1MPY-PC3Q	77	\$	228.06
	8/28/2020 Amazon Capital Services, Inc.	1Y9D-1MPY-R9GX	77	\$	8.61
	8/28/2020 Amazon Capital Services, Inc.	1YMM-VTLN-6QMV	66	\$	49.97
	8/28/2020 Amazon Capital Services, Inc.	1YMM-VTLN-M7HT	77	\$	21.54
ACH00568	8/28/2020 Amazon Capital Services, Inc.	16C3-49LT-FX93	77	\$	26.12
	8/28/2020 Amazon Capital Services, Inc.	16C3-49LT-ML63	77	\$	223.17
	8/28/2020 Amazon Capital Services, Inc.	16C3-49LT-Q1KL	77	\$	167.33
	8/28/2020 Amazon Capital Services, Inc.	16C3-49LT-W1HH	77	\$	36.24
	8/28/2020 Amazon Capital Services, Inc.	16C3-49LT-Y1HC	77	\$	160.34
	8/28/2020 Amazon Capital Services, Inc.	19D6-G3CL-6V41	77	\$	143.40
	8/28/2020 Amazon Capital Services, Inc.	19D6-G3CL-6WJ9	77	\$	34.88
	8/28/2020 Amazon Capital Services, Inc.	19D6-G3CL-FG43	77	\$	76.00
	8/28/2020 Amazon Capital Services, Inc.	19D6-G3CL-GJVF	77	\$	19.17
	8/28/2020 Amazon Capital Services, Inc.	19D6-G3CL-GXLJ	77	\$	57.72
	8/28/2020 Amazon Capital Services, Inc.	19D6-G3CL-KHKR	77	\$	123.36
	8/28/2020 Amazon Capital Services, Inc.	19D6-G3CL-NJLG	66	\$	39.37
	8/28/2020 Amazon Capital Services, Inc.	19Q7-DFM7-143Q	66	\$	31.67
	8/28/2020 Amazon Capital Services, Inc.	19Q7-DFM7-FPC3	77	\$	52.58
	8/28/2020 Amazon Capital Services, Inc.	19Q7-DFM7-FRVR	77	\$	40.17

8/28/2020 Amazon Capital Services, Inc.	19Q7-DFM7-HKXP	77	\$	141.45
8/28/2020 Amazon Capital Services, Inc.	1HGF-FTHX-1JF7	77	\$	30.73
8/28/2020 Amazon Capital Services, Inc.	1HGF-FTHX-J4CT	77	\$	18.08
8/28/2020 Amazon Capital Services, Inc.	1HGF-FTHX-JQMJ	77	\$	139.39
8/28/2020 Amazon Capital Services, Inc.	1HGF-FTHX-KFRG	66	\$	149.69
8/28/2020 Amazon Capital Services, Inc.	1HGF-FTHX-N1TG	77	\$	46.22
8/28/2020 Amazon Capital Services, Inc.	1HGF-FTHX-NDT4	77	\$	74.99
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-YKRM	66	\$	87.29
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-YVMM	77	\$	121.76
8/28/2020 Amazon Capital Services, Inc.	1LX6-YQ19-YYYQ	77	\$	106.74
8/28/2020 Amazon Capital Services, Inc.	1PYV-6YJ6-3GH1	77	\$	223.19
8/28/2020 Amazon Capital Services, Inc.	1PYV-6YJ6-J1JJ	77	\$	24.77
8/28/2020 Amazon Capital Services, Inc.	1PYV-6YJ6-QJ3D	66	\$	126.58
8/28/2020 Amazon Capital Services, Inc.	1PYV-6YJ6-QLFN	77	\$	16.15
8/28/2020 Amazon Capital Services, Inc.	1PYV-6YJ6-RQH9	77	\$	17.04
8/28/2020 Amazon Capital Services, Inc.	1PYV-6YJ6-TYF3	77	\$	36.63
8/28/2020 Amazon Capital Services, Inc.	1TGJ-Q4HP-9KLX	77	\$	89.39
8/28/2020 Amazon Capital Services, Inc.	1TGJ-Q4HP-JHKM	77	\$	585.01
8/28/2020 Amazon Capital Services, Inc.	1TGJ-Q4HP-K43R	77	\$	10.86
8/28/2020 Amazon Capital Services, Inc.	1TGJ-Q4HP-KW6T	77	\$	66.72
8/28/2020 Amazon Capital Services, Inc.	1TGJ-Q4HP-L6WX	77	\$	126.11
8/28/2020 Amazon Capital Services, Inc.	1TGJ-Q4HP-N1PD	77	\$	151.26
8/28/2020 Amazon Capital Services, Inc.	1TGJ-Q4HP-QL9L	77	\$	54.81

	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-TLKJ	66	\$	34.88
	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-WJN6	77	\$	36.92
	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-WN1C	77	\$	139.57
	8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-YWG4	66	\$	34.88
	8/28/2020 Amazon Capital Services, Inc.	1XJL-6DD1-HFWL	77	\$	38.85
	8/28/2020 Amazon Capital Services, Inc.	1XJL-6DD1-KRMK	77	\$	20.98
ACH00569	8/28/2020 Amazon Capital Services, Inc.	16C3-49LT-RF17	77	\$	160.95
	8/28/2020 Amazon Capital Services, Inc.	19D6-G3CL-TF7Y	77	\$	451.46
	8/28/2020 Amazon Capital Services, Inc.	19D6-G3CL-YRP7	77	\$	17.97
	8/28/2020 Amazon Capital Services, Inc.	19Q7-DFM7-FTGP	77	\$	84.47
	8/28/2020 Amazon Capital Services, Inc.	19Q7-DFM7-M9LF	77	\$	96.46
	8/28/2020 Amazon Capital Services, Inc.	1GKF-HLGH-D1MX	77	\$	80.71
	8/28/2020 Amazon Capital Services, Inc.	1H1F-4JMF-1XXD	66	\$	227.76
	8/28/2020 Amazon Capital Services, Inc.	1H1F-4JMF-379H	77	\$	96.59
	8/28/2020 Amazon Capital Services, Inc.	1H1F-4JMF-D4M9	77	\$	58.29
	8/28/2020 Amazon Capital Services, Inc.	1KLV-D4PR-NWD1	77	\$	161.57
	8/28/2020 Amazon Capital Services, Inc.	1PC9-JQPQ-1CC7	77	\$	19.24
	8/28/2020 Amazon Capital Services, Inc.	1PC9-JQPQ-F9NR	77	\$	11.80
	8/28/2020 Amazon Capital Services, Inc.	1PC9-JQPQ-GJNH	77	\$	105.86
	8/28/2020 Amazon Capital Services, Inc.	1PYV-6YJ6-39PN	77	\$	489.02
	8/28/2020 Amazon Capital Services, Inc.	1PYV-6YJ6-697K	66	\$	182.27
	8/28/2020 Amazon Capital Services, Inc.	1PYV-6YJ6-CJ64	77	\$	285.54
	8/28/2020 Amazon Capital Services, Inc.	1PYV-6YJ6-WDPV	77	\$	47.21

8/28/2020 Amazon Capital Services, Inc.	1QTV-PLW3-6VGC	77	\$	10.71
8/28/2020 Amazon Capital Services, Inc.	1QTV-PLW3-D1HP	77	\$	145.24
8/28/2020 Amazon Capital Services, Inc.	1RN1-XR7D-XK64	77	\$	34.24
8/28/2020 Amazon Capital Services, Inc.	1TGJ-Q4HP-GF4Q	77	\$	271.12
8/28/2020 Amazon Capital Services, Inc.	1TGJ-Q4HP-XQDT	66	\$	75.14
8/28/2020 Amazon Capital Services, Inc.	1TPJ-NW79-VGD1	77	\$	75.72
8/28/2020 Amazon Capital Services, Inc.	1VP1-WVVG-GDWC	66	\$	69.04
8/28/2020 Amazon Capital Services, Inc.	1VP1-WVVG-GLD9	77	\$	313.82
8/28/2020 Amazon Capital Services, Inc.	1VP1-WVVG-KPCW	66	\$	6.03
8/28/2020 Amazon Capital Services, Inc.	1XJL-6DD1-KJDH	77	\$	514.50
8/28/2020 Amazon Capital Services, Inc.	1YQQ-7LJ7-4WLR	66	\$	147.94
8/28/2020 Amazon Capital Services, Inc.	1YQQ-7LJ7-7G7W	77	\$	164.48
8/28/2020 Amazon Capital Services, Inc.	1YQQ-7LJ7-FPKL	77	\$	<u>79.98</u>

Report Total

\$193,477.35



Community
Collaborative

Charter School

August 17, 2020

Erica B. Klein
Hansberger & Klein, PLC
P.O. Box 1352
Blue Jay, CA 92317

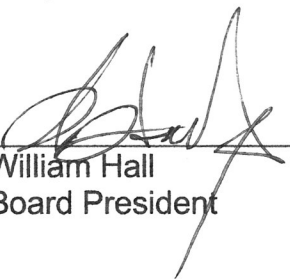
Re: *Education Collective v. County Collaborative Charter Schools et al*

Dear Ms. Klein:

The board of Community Collaborative Charter School hereby provides this authorization and waiver of attorney client privilege for you and/or Richard Hansberger to provide information and documents requested by current legal counsel from the law firm of Paul, Plevin, Sullivan and Connaughton. This authorization and waiver is limited only to Paul, Plevin, Sullivan and Connaughton.

Sincerely,

By:



William Hall
Board President

EXCEL ACADEMY CHARTER SCHOOLS

Agenda Item: 10.4

Date: September 10, 2020

	Correspondence/Proposals/Reports
X	Consent Agenda
	Business/Financial Services
	Education/Student Services
X	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of Certificated Personnel Report

Background: It is recommended the Board approve the following certificated personnel items.

EMPLOYMENT

Program	ID #	Name	Position	Fiscal	Effective Date
Excel Academy/ Warner	A0VZ	Leah Vides	Program Specialist	\$115,000	09/01/2020

POSITIONS

Program	Position	Fiscal	Effective Date

CHANGE IN RELATIONSHIP

Program	ID #	Name	From	To	Fiscal	Effective Date
Excel Academy/ Warner	A0LG	Lakeysha Ono		Lead Case Manager Stipend	\$500/month	08/01/20

ADDITIONAL COMPENSATION

New Hire Orientation:

It is recommended the Board approve additional compensation for the following employees who attended a New Hire Orientation on August 3, 2020. Employees will be compensated for 3.75 hours at \$32.00/hour for a total of \$120.00 per employee.

Total Fiscal Impact: \$2,640.00 for 22 employees

BROWN, LISA A
DESMOND, ALANNA H
PLATLER, KIMBERLY M
VANCIU, ALIN
WETMORE, SARA N
HASKINS, BRANDON
MURPHY, LISA
BANUL, JULIANE
BERMUDEZ, ASHLEY
BRADLEY, ELISE M
DAVIS, CHANEL
GALEAZZI, AIRENA E
GOALWIN, PAMELA
HEATH, STACY
HELTON, TERI N
KAAN, BRANDON
KIM, JIHOO
OGRADY, LONI
PENDERGRAFT, WENDY R
SELLERS, DANIELLE A
UNTERBERGER, JESSIKA L
WATERS, JANE M

All Staff Back to School Event:

It is recommended the Board approve additional compensation for the following employees who

attended the All Staff Back to School Event on August 4, 2020. Employees will be compensated for 4 hours at \$32.00/hour for a total of \$128.00 per employee.

Total Fiscal Impact: \$9,728*.00 for 76 employees

ALDERSON, THERESA D
BLAKEBOROUGH, JENNY M
BOBAR, SARAH M
BOSWELL, JULIE C
BROWN, LISA A
CASSARO, KELLY L
CHO, HANNAH
CLARY, ALEXANDRA A
COON, ERIKA L
COOPER, AMANDA M
CORDERO, LEIGHANN M
CRAVEN, HEATHER N
DAMATO, KIM A
DEL REAL, CHRISTINA L
DENNY, KASSIE M
DESMOND, ALANNA H
EHRING, JILLIAN M
ERICKSON, MONIQUE D
FIRETAG, VICTORIA RAE LINTON
FLORES, ERICA MARIE
GAJDA, KATIE L
GASPAR, VANESSA S
GEIER, DIANE E
GOMEZ, TABETH JOAN MARIE
HAAS, AMANDA L
HAWLEY, CHIARA D

HORIKAWA, SARAH R
JASSO-RODRIGUEZ, ELISE MARIE
KIM, ESTHER C
LOEFFLER, SARAH C
LOWE, ANDREA L
MACADAM, WENDY J
MASHBURN, MANDY K
MORAN, MICHELLE F
ONEILL, NIKKI J
OTTOSON, KAREN M
PIIL, AMY C
PLATLER, KIMBERLY M
RAMIREZ, AMANDA L
REARDON, CAITLIN A
REGUA-AVILA, KIMBERLY A
RICHARDSON, TISHA J
ROSALES, SUZANNE M
STEVENS, KATHLEEN A
STOTHERS, SANDRA A
TAYLOR, LORIE A
VANCIU, ALIN
VASQUEZ, JULIE A
WARNERS, AMY
WETMORE, SARA N
GIFFIN, ELIZABETH WARREN ECHTERNAC
MAHARAJ, AIMEE L
DURHAM, LISA
BANUL, JULIANE
BELCHER, MICHELLE R

BERRY, REBECCA A
BRADLEY, ELISE M
DAVIS, CHANEL
DESCHAINED, ALISON A
GALEAZZI, AIRENA E
HANSEN, ERIN E
HEATH, STACY
HELTON, TERI N
HITZLER, AMY E
KAPUSTA, TOMAS
KAYLOR, VICTORIA L
KIM, JIHOO
MARSHALL, MEREDITH A
MILLER, MICHELLE D
PENDERGRAFT, WENDY R
SELLERS, DANIELLE A
SURMAN, JACQUELINE D
UNTERBERGER, JESSIKA L
WATERS, JANE M

EXCEL ACADEMY CHARTER SCHOOLS

Agenda Item: 11.1

Date: September 10, 2020

	Correspondence/Proposals/Reports
	Consent Agenda
X	Business/Financial Services
	Education/Student Services
	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of Unaudited Actuals Financial Report for 2019-2020

Background:

All charter schools in California must submit their “Unaudited Actuals” for the prior year by September 15th. The Unaudited Actuals represent the complete prior fiscal year’s financial activities following all year-end closing activities. The set of unaudited financial statements is then reviewed by the School’s independent CPAs, and together with any adjustments recommended by the auditors becomes the School’s audited financial statements for that fiscal year. The audited financial statements are then submitted to the authorizer by December 15th.

It is recommended the Board approve the Unaudited Actuals Financial Report 2019-2020 as presented.

Fiscal Impact: None.

The Unaudited Actuals provide historical data necessary in forecasting to make informed estimates in determining how to allocate the budgets or plan for anticipated expenses for an upcoming period of time. The Unaudited Actuals also provide the beginning balance for budgeting for the current year followed by any adjustments needed per the auditors as the actuals become finalized.

EXCEL ACADEMY CHARTER SCHOOLS

Agenda Item: 12.1

Date: September 10, 2020

	Correspondence/Proposals/Reports
	Consent Agenda
	Business/Financial Services
	Education/Student Services
	Personnel Services
	Curriculum
	Policy Development
X	Public Hearing

Item Requires Board Action: X

Item is for Information Only: _____

Item: Learning Continuity and Attendance Plan 2020-21

Background: The Local Control Accountability Plan (LCAP) is not required for 2020-21 and there will be no California School Dashboard in December 2020 based on performance data on state and local indicators. SB98 establishes EC Section 43509 and the Learning Continuity and Attendance Plan for the 2020-21 school year.

The Learning Continuity and Attendance Plan (LCP) is for schools to share how student learning continuity will be addressed during the COVID-19 crisis in the 2020-21 school year. The responses to the prompts were based on what Sage Oak does well: maintaining consistent communication with students and families, engage stakeholders and seek input, ensure that there are no barriers to all students and student groups to have full access to our highly qualified teachers, instruction and learning, support services, access to technology and connectivity, and ongoing training for our teachers and staff to ensure best practices are in place.

The Learning Continuity Plan includes the descriptions of the the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated students, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social and emotional well-being; and continuing to provide school meals for students (our schools do not have nutrition programs however, we do identify community food programs as a resource for parents.)

Fiscal Impact: None.



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Excel Academy is a personalized learning public charter school that offers independent study through approved curricula and textbooks for all subjects, various online platforms, and independent Content and Community Providers (CCPs). The parent or guardian is the primary educator who is directly guided and supported by a credentialed teacher. Due to the design of our non-classroom based model, Excel Academy has been able to continue operating.

As a result, the educational impact of the Governor's "Safer at Home" order on students and families has been minimal. Prior to the "Safer at Home" order, Excel Academy had systems in place to support distance learning that included Teachers of Record (ToRs) providing support to parents weekly and meeting with students and families in-person every Learning Period. In response to COVID-19 safety guidelines, our Community Providers offer instruction in a virtual format, and our ToRs meet with parents and students virtually. Our park days have been temporarily postponed, and all community events and field trips have been moved to a virtual platform. In addition, curricular materials are mailed directly to the student or dropped off at the family's residence following strict safety protocol.

While Excel Academy Charter School's IEP and SST meetings have always been held virtually, Special Education services and assessments that were provided in-person have been moved to virtual services to adhere to all safety guidelines.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

During an all-staff professional development meeting held on September 2nd, the document was presented, discussed, and all staff members had the opportunity to provide feedback using a Google survey. The document was also discussed at our English Learners Advisory Council (ELAC) and School Site Council (SSC) meetings. The draft was posted on ParentSquare, and parents and students had an opportunity to provide feedback through a Google survey.

In addition, all stakeholders are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), Student Council, and Parent Advisory Council (PAC) meetings. Invitations are sent through the Teacher of Record, Parent Square, and social media platforms. EACS sends multiple reminders, and agendas are posted in advance. All presentations are recorded and posted on the website under the Board Governance heading.

EACS collected parent survey feedback to assess family needs and address them. In addition, we created an easily accessible form on our website where families can request support. Through ParentSquare all documents can be translated into Spanish immediately. Translation in any other language is provided upon request. An English Learning Advisory Committee Meeting was held on September 1, 2020, and a School Site Council Meeting was held on September 3, 2020. The plan was discussed, and upcoming boarding meetings were announced at both meetings.

[A description of the options provided for remote participation in public meetings and public hearings.]

To ensure parents have the opportunity to provide input, communication of the following meetings is shared through a variety of platforms, such as the school website, school social media, parent square, and teacher meetings. All of these meetings are held through Zoom and are accessible by teleconference, mobile phone, or computer.

A Governing Board Public Hearing for the Learning Continuity and Attendance Plan, September 10, 2020.

The agenda was posted 72 hours with information concerning the location of the LCP draft on the school website prior to the meeting.

A Governing Board meeting for the adoption of the Learning Continuity Plan, September 14, 2020.

[A summary of the feedback provided by specific stakeholder groups.]

EACS parents, students, and staff were very supportive of the plan. They did not recommend any significant changes and felt our LCP was comprehensive in detailing the school's increased and improved services.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

We included our CTE courses offerings to the plan and as an action item based on feedback from our stakeholders who felt this was a significant increase that benefits our high school students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Within the independent study model utilized by Excel Academy Charter School, the parent serves as the primary teacher for the student. In this model, direct instruction by the parent has not been interrupted. All of the curriculum is shipped directly to the student so that the parent or guardian is able to facilitate the student's learning.

Community Providers (CPs) who offer in-person classes have currently moved to a distance-learning model. CPs will resume offering in-person class options as soon as it is deemed safe to do so. Many school-sponsored field trips and Zoom classes are being offered weekly in lieu of in-person field trips.

The Teacher of Record (ToR) is in continual communication with the family through email, text, and phone. In addition, ToRs meet with students virtually at least every 20 school days to review the completed body of work, to discuss the learning that took place, to review academic pacing, and to collect the work samples that the student completed. The ToR provides other applicable resources, as needed, and can request an SST meeting if concerns arise. Students who have been identified as needing extra support are provided with additional online lessons to complete each week through Read Live, i-Ready, Moby Max, and CMAT Essentials. Their progress is regularly monitored by the ToR, who provides additional support to the family when necessary.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action 1: Every student in grades 2-11 has an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. It may be a required intervention for students who are one or more grade levels behind.	\$9,000	Yes

Description	Total Funds	Contributing
Action 2: An online Read Live account is provided to all students who score one or more grade levels behind in Reading. These students are required to use this resource weekly to help close learning gaps.	\$912	Yes
Action 3: School-wide subscriptions are provided to all students. This provides additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.	\$4,184	Yes
Action 4: Parent Training is provided through a Parent Summit to make sure parents have the tools they need to teach their children and access all available school resources.	\$0	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

TK-8 grade students are given \$2600 in two allotments to spend on curricula, technology, and/or classes throughout the school year. High school students receive \$3200. All curricula needed for the year are purchased before school begins. Due to current guidelines, curricular resources may be shipped directly to the student or dropped off at the doorstep by the Teacher of Record while following all safety guidelines. Since the parent is the primary teacher, the delivery of instruction will not change for most students throughout the 2020-2021 school year. Community Providers, who are currently offering online instruction, have a reopening plan to guide the shift to in-person classes when state regulations allow for this, but the content and quality of instruction will not change, and students who choose to continue online will have the opportunity to do so. In addition to their selected curriculum and classes, students continue to have access to i-Ready, personalized lessons, and a variety of school-sponsored subscriptions such as Moby Max, BrainPop, Enchanted Learning, Super Teacher Worksheets, Mystery Science, Starfall, Tales2Go audiobooks, and Study.com throughout the year. In addition, Excel Academy offers a variety of online classes for middle school and high school students with direct instruction from highly qualified teachers. These HQTs have been selected for their single subject expertise and ability to teach meaningful and engaging lessons in a virtual format.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Excel Academy ensures that all students in need of technology to support their learning have access to it. Each student receives an allotment of instructional funds to use for curricula and other educational resources. A school computer or tablet may be purchased with these funds before the start of the year. Any student who does not have adequate funds to cover the cost of the device may lease a refurbished computer.

Internet access is imperative at Excel Academy Charter School in order to check email daily and to stay in regular contact with the Teacher of Record. The vast majority of our families have internet access upon enrollment. However, any family that needs a device or help with connectivity can reach out to their Teacher of Record or disclose this need in an access survey in order to be provided with the resources to obtain it. In addition to the access survey, our Title 1 Coordinator has additional follow-up procedures in place to ensure all foster youth and homeless students are provided with laptops and WiFi hotspots when needed so that there will be no barrier or disruption to their continuity of learning. Our Special Education team and case managers work closely with their students to ensure they have access to all forms of technology and internet access.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The ToR communicates with each family weekly, monitoring progress and providing support as needed. Learning Period meetings are currently conducted online through Zoom. During these meetings, the ToR and student discuss the course content in order to evaluate the learning that took place, and work samples are scanned to the ToR for review and assessment. If the ToR has concerns, a student can be referred for a virtual Student Success Team (SST) meeting where goals and interventions are created to support the student and parent. EACS uses i-Ready diagnostic data to identify struggling students and gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program and complete additional online lessons weekly through Moby Max, Read Live, CMAT Essentials and/or i-Ready. School-wide i-Ready data is also analyzed in the Fall and Spring to determine how to best support academic achievement for all students in the upcoming school year.

Our ELD curriculum addresses the diverse needs of ELs through a flexible approach to learning. Our English Learners in grades K-3 use Imagine Language & Literacy, our 4-12 grade students use ESL Reading Smart, and Pearson's print materials for grades K-5 are provided to any families who request it. This year we are implementing online ELPAC assessments. We have also increased ELD instructional minutes by 50% and added live Zoom support. At this time, Excel Academy is below the 15% threshold that requires translations; however, all posts on ParentSquare can be immediately translated into Spanish. Translated information and updates in other home languages are available to parents/guardians of English Learners upon request. During Learning Period meetings, ToRs ask English learners to discuss their progress in the curriculum as well as their learning throughout the month. The ToR also discusses the student's progress in ELD with the parent during this meeting. ToRs encourage parents to use SDAIE strategies to make learning accessible and comprehensible for the student and all online providers are familiar with these strategies and incorporate them into their teaching.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

EACS Teachers of Record are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers were previously trained in using Zoom, Google G Suite and ParentSquare to communicate effectively with parents and students. Prior to the start of school, Teachers of Record received training on tips and tricks within Google, best practices for project and time management, and updates on the platform for our ordering system, OPS.

In addition, ToRs were instructed on how to find important high school resources in our shared drive, how to utilize TurnItIn to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the Fall i-Ready Benchmarks in Math and/or Reading. This included updates on how to use and monitor students within i-Ready, MobyMax, and Read Live: the online programs used to support these struggling students.

In addition, teachers are required to participate in Safeschool Training Modules every year on the following topics: Sexual Harassment Prevention for Non-Managers (SB 1343), 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, Prevention and Postvention.

Further training has been scheduled to support ToRs in evaluating the progress of ELs in their ELD curriculum and understanding families' rights under the McKinney-Vento Act.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Excel Academy remained open, and as a result, staff roles and responsibilities did not change. Teachers continue to complete weekly wellness and academic checks through regular communication by phone, email, texts, and virtual meetings.

The Human Resource Specialist is the designated COVID-19 staff liaison, and her contact information is provided to all stakeholders. The Human Resource Specialist dedicated time to editing the employee handbook, updating the safety guidelines, and creating a school-wide reopening plan that outlines the appropriate protocol to follow when the school can resume in-person classes and meetings. She also created a staff COVID-19 FAQ that was distributed via email to all stakeholders. She is also responsible for managing employee leave in regards to COVID-19. She attended the following training: COVID-19: YMC's Legal Guidance for Charter School Leaders, Surviving Legal and Operational Obstacles Caused by COVID-19 & Planning for the Next Normal at School: Key starter plays for prioritizing health when schools reopen.

Our Special Programs Coordinator created and posted information on Parent Square about COVID-19, along with the community resources available, and made sure this information was also accessible on our website.

Our office manager oversees the daily operations of the EACS administrative office. In addition to her previous duties, she makes sure mail is distributed to remote employees, ensures safety standards in and around the building, and orders appropriate PPE supplies. She disinfects computers and iPads that are returned, coordinates with IT staff, and carefully reapportions them to students and staff in need. She handles

all of the shipping and receiving of school supplies while maintaining the inventory. Necessary office supplies and equipment are ordered and shipped to staff members so they can effectively work in a remote setting.

In addition to her regular duties, our Intervention Coordinator created the Care Corner newsletter and the Keep Calm & Carry On webinar series which focused on health, coping skills, and balance during the pandemic. This series is available on the school website. She also attended training on Homelessness and McKinney-Vento.

The supports for pupils with unique needs are built into the everyday operation of Excel Academy. Because Excel Academy remained open, there were no additional supports required. Excel Academy reviewed the needs of students with IEPs and provided their services virtually. The school psychologist monitors this fluid situation on a daily basis to ensure that EACS is following federal civil rights and state health guidelines. Teachers' regularly scheduled meetings provide Excel Academy with information concerning student wellness and access to online curriculum.

School leadership attends webinars hosted by CDE, SDCOE, and other organizations to stay current with information, trends, and best practices to serve all students, including EL's, Homeless, Foster Youth, and low-income students. Additionally, a Title 1 Coordinator was hired to specifically monitor at-risk students to ensure they are on track with their educational plan and offer resources as needed. She attended a training entitled Putting it All Together Session 3: Learning Loss Mitigation, MTSS Tiered Support, and Alternative Metrics - Measuring/Monitoring Registration.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

At Excel Academy Charter School, our English Language Development (ELD) curriculum has always been online. This allows our English Learner students to seamlessly continue their ELD curriculum. If there are any unique challenges for our EL students, a SST meeting is held to address those on an individual basis. Excel Academy is well below the 15% threshold for providing oral and translated communication. However, translated information and updates in home languages are available to parents/guardians of English Learners upon request.

Each foster and/or homeless student is assigned an additional support staff member, consisting of either a school counselor or our intervention coordinator. The support person assigned to each foster and homeless youth has remained in close contact with both the family and the student's ToR to ensure they are well supported. The Title 1 Coordinator sent out parent surveys to make sure all of our students with unique needs are being well served and to identify and address any unmet needs.

In keeping with the continuum of services for our special education students, all services were moved to a virtual setting, with computers and hotspots being provided to students who do not have access to the internet. Document cameras are also provided to students receiving special education services so that service providers are able to continue assessing students in all areas. The document camera enables effective evaluation of students' written work and hand movement.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action 1: We hired a full time Title 1 Coordinator/Homeless Liaison to focus make sure that all of the needs of our at-promise population were being met.	\$24,316	Yes
Action 2: We hired a full time Intervention Coordinator to lead SSTs, support struggling students, and monitor the effectiveness of our intervention program.	\$24,316	Yes
Action 3: We gave Special Education students document cameras to aid with virtual assessment.	\$200	Yes
Action 4: Teachers are required to participate in 8 SafeSchool Training Modules every school year.	\$816	No
Action 5: Our Title 1 Coordinator attended CDE and SDCOE Training to best support foster youth, ELs, homeless youth and Title 1 students.	\$0	Yes
Action 6: Our leadership team is attending the Distance Learning - Trauma Informed Practices training in order to inform our practices of supporting at-promise students in a distance learning format.	\$0	Yes
Action 7: We provide research-based ELD curriculum to English learners and offer a paper-based curricular option for those who request it to support our ELLs.	\$5,989	Yes
Action 8: We hired bilingual teachers to support families that speak another home language and to provide translation when needed.	\$36,564	Yes
Action 9: We offer Career and Technical Education classes to support high school students in the following pathways: Education, Health Science and Marketing.	\$3740	Yes

Description	Total Funds	Contributing
Action 10: Hotspots and internet service are provided to any students in need of connectivity in order to facilitate communication between families and teachers, as well as distance learning.	\$4,830	Yes
Action 11: All staff are provided with laptops to work remotely and provide student support.	\$1727	Yes
Action 12: Necessary office supplies and equipment has been ordered and shipped to staff members so they can effectively work in a remote setting.	\$980	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Every EACS student in grades 2-11 takes the i-Ready reading and math diagnostic benchmark assessments within the first three weeks of school or upon enrollment. Our K-1 students are given paper and pencil benchmark assessments at the first LP meeting to determine strengths and any gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program, which was created by our Intervention Coordinator, and complete additional online lessons weekly through CMAT Essentials, Read Live and/or i-Ready. Younger students use Moby Max or Starfall. Moby Max and i-Ready were provided for free to all continuing and enrolled students throughout the summer to encourage ongoing learning during the break.

Our compliance process also serves to identify students in need and provide the necessary support in a timely manner. Families who fail to follow agreed-upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a PIN (Progress Improvement Notification) from the school. A meeting is then held with the Teacher of Record and parent to attempt to resolve the issue. When a second PIN is issued, an Student Success Team meeting is held with the Intervention Coordinator, the parent, and the ToR. If a 3rd PIN is issued, and If a 3rd PIN is issued, it is sent to the parents by certified mail, and an internal evaluation is conducted, at which point the student may be eligible for

involuntary withdrawal. In this way, any learning loss is quickly identified and addressed to get the student back on track before the gap becomes wider. In response to an increase in absences, the Executive Director and administrative cabinet had weekly meetings to adjust these policies and procedures that address attendance, pacing, and progress. Excel Academy requested that the board of directors review and approve changes to the following policies: EACS - 6115 Attendance, Progress Notification (PIN), and Involuntary Withdrawal Policy to make sure they were up-to-date.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Due to the fact that Excel Academy Charter School remained in operation and students continue to be taught and supported by their parents with curricula that they keep at home, there has been minimal learning loss as a result of COVID-19. To mitigate any learning loss that did occur, students struggling academically will continue to participate in our intervention program and receive the support of additional online programs and increased assessment to measure progress throughout the year. ELD minutes were also increased by 50% per week to allow students more time to master these needed skills. English Learners take the ELPAC online and the progress in the ELD curriculum is monitored weekly by the ToR. Our Title 1 Coordinator is continually monitoring the progress of low-income pupils, foster youth and pupils experiencing homelessness and providing the support needed for each of these groups to succeed.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

All students in grades 2-11 retake the i-Ready diagnostic measures in the Spring. This data allows us to see the progress these students have made since they tested in the Fall and if the variety of supports we have put in place have resulted in closing the achievement gap for these students. Students in grades K-1 also receive a teacher-led assessment to measure growth and progress. In addition, we sent out surveys to our stakeholders to determine if all of the services provided were adequate to address the needs of our student population.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action 1: i-Ready (See Continuity of Learning, p. 3)	\$0	Yes
Action 2: Title 1 Coordinator (see Distance Learning, p. 7)	\$0	Yes
Action 3: Intervention Coordinator (See Distance Learning, p. 7)	\$0	Yes

Description	Total Funds	Contributing
Action 4: SafeSchools Training (see Distance Learning, p. 7)	\$0	No
Action 5: Office supplies and shipping costs (See Distance Learning, p. 7)	\$0	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

EACS provides school-wide webinars addressing mental health needs, for example: Suicide Prevention (twice a year), Keep Calm & Carry-On (6 session series): managing anxiety and stress, etc. In the spring of 2020, the weekly Care Corner Newsletter introduced new and creative coping skills to our students and families. Students are also encouraged to utilize the SEL lessons provided in our school-wide subscription to BrainPop. Our mental health team will attend the California Student Mental Wellness Conference in September 2020 to receive critical professional development, which will be applied through programs for our students. For the 20/21 school year, EACS will implement school-wide social emotional learning.

EACS addresses individual mental health needs through the SST process. During the SSTmeeting, we can determine what level of support is needed: more frequent check-ins with their ToR, reduced academic pressure, scheduled “me” time, counseling, etc. Excel Academy hired an additional School Counselor for the 20/21 school year in anticipation of the increased need of mental health support. Up to 6 sessions of 1-on-1 counseling will be provided to high-need students while we work to connect them with community resources. The Crisis Team, which consists of a school psychologist, two school counselors, and an intervention coordinator, collaborate to respond to our most intense mental health crises.

The Title 1 Coordinator/Homeless Liaison attends training hosted by SDCOE, as well as community and state organizations. This information is shared with the staff in professional development and staff meetings, and in individual conversations to address the needs of our students. Proactive mental health support will be provided for all students covered under McKinney-Vento.

All teachers have been trained on current school policies related to COVID-19 and the appropriate protocol to follow when we are released to resume in-person meetings with students. The SafeSchool Trainings on Child Abuse and Neglect, Students Experiencing Homelessness:

Awareness and Understanding and Youth Suicide: Awareness, Prevention, and Postvention all enable teachers to best meet the needs of our at-risk students.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Since the parent is the primary educator, the majority of EACS students are not participating in distance learning. All students have access to books, workbooks, and other curriculum materials and the majority of students are receiving direct instruction from the parent at home. There are some students who choose to learn from an online teacher or use recorded lessons as part of their curriculum, but the parent is still involved in their education on an ongoing basis. In addition, the i-Ready diagnostic provides results on how the student is currently performing in Math and Language Arts. Any students who score one year below grade level are monitored more carefully by the teacher and held accountable to complete additional lessons each week. Information is regularly communicated to families on ParentSquare. In ParentSquare, all information can be translated instantly into Spanish. All other languages can be translated as needed.

Due to the important role of the parent, we are quick to follow up with students who are not making adequate progress each learning period so that the student can get them back on track. Families who fail to follow agreed upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a PIN from the school. A meeting is then held with the Teacher of Record and parent to attempt to resolve the issue. When a second PIN is issued, an SST meeting is held with the SST Coordinator, the parent, and the ToR. If a 3rd PIN is issued, an internal evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study. If it is deemed that it is not in the student's best interest to remain in independent study, the student may be eligible for involuntary withdrawal. In this way, any learning loss is quickly identified and addressed to reengage the student and get them back on track before the gap widens.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

School-wide interventions are available to support our students. Due to the high unemployment rate, we recognized that support could be needed across all socioeconomic tiers. We post recurring advertisements of the No Kid Hungry program, which provides free meals at local school campuses, and we post available community resources on our website. Additionally, we note in our monthly staff meetings for ToRs to notify the Crisis Team if any family is struggling and in need of food or shelter. A list of community resources was been created, by the county region, addressing these needs. In addition, we sent surveys to all families to ensure that all students had access to adequate food, water, and shelter. Our newly hired Title I Coordinator has already been in contact with families to support their needs.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Action 1: We hired an additional high school counselor to support the growing mental, social, and emotional needs of our students.	\$980	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.86%%	\$326,079.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The strategies outlined above are available for all students; however, they were created with the foster youth, EL, and low-income students at the forefront of the decision-making process. Services for our low-income, English learners, and foster youth are evidence-based interventions that were identified by a collaborative effort of the school Executive Director, Assistant Director, and staff to determine the resources available that support the academic and graduation rates for our student groups.

The school's Intervention Coordinator is a tier 2 MTSS approach that allows the students to have an individualized, targeted intervention plan. Our student populations thrive academically with the individualized attention that takes into account their learning style and specific skill deficits.

Due to the trauma that students may have experienced due to COVID-19, an increase in school counseling services is critical for this student population. Foster, EL, and low-income youth experience trauma at a higher rate than their peers, and a counselor can help provide social-emotional stability that will allow the students to better meet their academic goals. EACS hired an additional counselor to help meet this growing need. Spreadsheets with resources for food, shelter, and mental health services for our families are developed, maintained, and updated regularly and shared via Parent Square, our newsletter, and on our website. .

The at-promise student population is at a higher risk of not having the needed technology to access online learning; therefore, the school will provide devices and internet to foster and homeless students as needed.

Additionally, the school's Title 1 Coordinator, along with the support of the Intervention Coordinator, will specifically monitor at-promise students to ensure they are on track with their educational plan and offer resources as needed. Through the use of McKinney Vento, Home Language Survey, and other school surveys, we identify the needs of our student population and ensure that our foster youth, English learners, and low-income students are receiving the support they need. We continue to work strategically to gather feedback from all stakeholders for continuous improvement.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Excel Academy's foster youth, English learners, and low income students' needs are identified through regular School Site Council meetings, Parent Advisory Council meetings, ELPAC meetings, and collection of the McKinney Vento identification form. Our services are significantly increased by hiring a full-time Title I Coordinator, in addition to our Intervention Coordinator. To ensure student needs are being met, the Title I Coordinator creates a request form to address needs specific to these stakeholders, which is posted on the Excel Academy website and is accessible at any time. Our Title I Coordinator contacts families within six weeks of a student's SST to ensure any strategic actions put into place during the SST meeting are effective. We will also continue utilizing School Site Council meetings, Parent Advisory Council meetings,

ELPAC meetings, and collection of the McKinney Vento identification form to identify and address the needs of our students. Resource options for these groups are shared monthly via newsletter, email, and our school communication system.

To increase the support for families identified under the McKinney Vento Act, we will be scheduling a minimum of two SST (Student Success Team) meetings annually so we can be sure to maintain consistent communication. EACS teachers are required to attend upcoming professional development related to the McKinney Vento Act to learn best practices regarding foster and homeless students. Finally, a survey will be completed by teachers for further data collection regarding these families so we can better understand and meet their needs.

The Intervention Coordinator provides increased and improved services for our student groups by monitoring student progress and identifying learning gaps that require intervention. She implements evidence-based interventions that close student achievement gaps in the shortest amount of time while supporting parents and teachers in the implementation of these interventions.

We significantly increased our services to at-risk students by hiring an additional High School Counselor who can provide 1:1 counseling for students in need.

EASC bilingual teachers provide increased and improved services for our English learners by supporting families who speak another home language in the daily instruction of their children. They also serve as translators during SSTs, LPs, and other family meetings.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, and with a review of student needs and gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, a strong ELD curriculum for ELLs, Title I Coordinator monitoring and support, and support on the social-emotional level allows for students to progress academically. The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-risk student population is receiving instruction that best meets their needs. A personalized education model is key to mitigating learning loss for these students and supporting them in their academic achievement.



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Excel Academy is a personalized learning public charter school that offers independent study through approved curricula and textbooks for all subjects, various online platforms, and independent Content and Community Providers (CCPs). The parent or guardian is the primary educator who is directly guided and supported by a credentialed teacher. Due to the design of our non-classroom based model, Excel Academy has been able to continue operating.

As a result, the educational impact of the Governor's "Safer at Home" order on students and families has been minimal. Prior to the "Safer at Home" order, Excel Academy had systems in place to support distance learning that included Teachers of Record (ToRs) providing support to parents weekly and meeting with students and families in-person every Learning Period. In response to COVID-19 safety guidelines, our Community Providers offer instruction in a virtual format, and our ToRs meet with parents and students virtually. Our park days have been temporarily postponed, and all community events and field trips have been moved to a virtual platform. In addition, curricular materials are mailed directly to the student or dropped off at the family's residence following strict safety protocol.

While Excel Academy Charter School's IEP and SST meetings have always been held virtually, Special Education services and assessments that were provided in-person have been moved to virtual services to adhere to all safety guidelines.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

During an all-staff professional development meeting held on September 2nd, the document was presented, discussed, and all staff members had the opportunity to provide feedback using a Google survey. The document was also discussed at our English Learners Advisory Council (ELAC) and School Site Council (SSC) meetings. The draft was posted on ParentSquare, and parents and students had an opportunity to provide feedback through a Google survey.

In addition, all stakeholders are encouraged to attend public board meetings, English Learners Advisory Council (ELAC), Student Council, and Parent Advisory Council (PAC) meetings. Invitations are sent through the Teacher of Record, Parent Square, and social media platforms. EACS sends multiple reminders, and agendas are posted in advance. All presentations are recorded and posted on the website under the Board Governance heading.

EACS collected parent survey feedback to assess family needs and address them. In addition, we created an easily accessible form on our website where families can request support. Through ParentSquare all documents can be translated into Spanish immediately. Translation in any other language is provided upon request. An English Learning Advisory Committee Meeting was held on September 1, 2020, and a School Site Council Meeting was held on September 3, 2020. The plan was discussed, and upcoming boarding meetings were announced at both meetings.

[A description of the options provided for remote participation in public meetings and public hearings.]

To ensure parents have the opportunity to provide input, communication of the following meetings is shared through a variety of platforms, such as the school website, school social media, parent square, and teacher meetings. All of these meetings are held through Zoom and are accessible by teleconference, mobile phone, or computer.

A Governing Board Public Hearing for the Learning Continuity and Attendance Plan, September 10, 2020.

The agenda was posted 72 hours with information concerning the location of the LCP draft on the school website prior to the meeting.

A Governing Board meeting for the adoption of the Learning Continuity Plan, September 14, 2020.

[A summary of the feedback provided by specific stakeholder groups.]

EACS parents, students, and staff are very supportive of the plan. They did not recommend any significant changes and commented that our LCP was comprehensive in detailing the school's increased and improved services.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

We included our CTE course offerings to the plan and as an action item based on feedback from our stakeholders who felt this was a significant increase that benefits our high school students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Within the independent study model utilized by Excel Academy Charter School, the parent serves as the primary teacher for the student. In this model, direct instruction by the parent has not been interrupted. All of the curriculum is shipped directly to the student so that the parent or guardian is able to facilitate the student's learning.

Community Providers (CPs) who offer in-person classes have currently moved to a distance-learning model. CPs will resume offering in-person class options as soon as it is deemed safe to do so. Many school-sponsored field trips and Zoom classes are being offered weekly in lieu of in-person field trips.

The Teacher of Record (ToR) is in continual communication with the family through email, text, and phone. In addition, ToRs meet with students virtually at least every 20 school days to review the completed body of work, to discuss the learning that took place, to review academic pacing, and to collect the work samples that the student completed. The ToR provides other applicable resources as needed and can request an SST meeting if concerns arise. Students who have been identified as needing extra support are provided with additional online lessons to complete each week through Read Live, i-Ready, and Moby Max, CMAT Essentials. Their progress is regularly monitored by the ToR, who provides additional support to the family when necessary.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action 1: Every student in grades 2-11 has an i-Ready account. This is used for internal assessment data and provides personalized lessons for every student. It may be a required intervention for students 1 or more grade levels behind.	\$21,000	Yes

Description	Total Funds	Contributing
Action 2: An online Read Live account is provided to all students who score one or more grade levels behind in Reading. These students are required to use this resource weekly to help close learning gaps.	\$2,128	Yes
Action 3: School-wide subscriptions are provided to all students. This provides additional curriculum support to supplement learning throughout the year in language arts, math, science, and social studies.	\$9,763	Yes
Action 4: Parent Training is provided through a Parent Summit to make sure parents have the tools they need to teach their children and access all available school resources.	\$0	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Parents use instructional funds to order curricula before the start of the school year. Due to current guidelines, curricular resources may be shipped directly to the student or dropped off at the doorstep by the Teacher of Record while following all safety guidelines. Since the parent is the primary teacher, the delivery of instruction will not change for most students throughout the 2020-2021 school year. Community Providers, who are currently offering online instruction, have a reopening plan to guide the shift to in-person classes when state regulations allow for this, but the content and quality of instruction will not change, and students who choose to continue online will have the opportunity to do so. Students continue to have access to i-Ready, personalized lessons, Moby Max, BrainPop, Enchanted Learning, Super Teacher Worksheets, Mystery Science, Starfall, Tales2Go audiobooks, and Study.com throughout the year. In addition, Excel Academy offers a variety of online classes for middle school and high school students with direct instruction from highly-qualified teachers. These HQTs have been selected for their ability to teach meaningful and engaging lessons in a virtual format.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Excel Academy ensures that all students in need of technology to support their learning have access to it. Each student receives an allotment of instructional funds to use for curricula and other educational resources. A school computer or tablet may be purchased with these funds before the start of the year. Any student who does not have adequate funds to cover the cost of the device may lease a refurbished computer.

Internet access is imperative at Excel Academy Charter School in order to check email daily and to stay in regular contact with the Teacher of Record. The vast majority of our families have internet access upon enrollment. However, any family that needs a device or help with connectivity can reach out to their Teacher of Record or disclose this need in an access survey in order to be provided with the resources to obtain it. In addition to the access survey, our Title 1 Coordinator has additional follow-up procedures in place to ensure all foster youth and homeless students are provided with laptops and WiFi hotspots when needed so that there will be no barrier or disruption to their continuity of learning. Our Special Education team and case managers work closely with their students to ensure they have access to all forms of technology and internet access

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The ToR communicates with each family weekly, monitoring progress and providing support as needed. Learning Period meetings are currently conducted online through Zoom. During these meetings, the ToR and student discuss the course content in order to evaluate the learning that took place, and work samples are scanned to the ToR for review and assessment. If the ToR has concerns, a student can be referred for a virtual Student Success Team (SST) meeting where goals and interventions are created to support the student and parent. EACS uses i-Ready diagnostic data to identify struggling students and gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program and complete additional online lessons weekly through Moby Max, Read Live, CMAT Essentials and/or i-Ready. School-wide i-Ready data is also analyzed in the Fall and Spring to determine how to best support academic achievement for all students in the upcoming school year.

Our ELD curriculum addresses the diverse needs of ELs through a flexible approach to learning. Our English Learners in grades K-3 use Imagine Language & Literacy, our 4-12 grade students use ESL Reading Smart, and Pearson's print materials for grades K-5 are provided to any families who request it. This year we are implementing online ELPAC assessments. We have also increased ELD instructional minutes by 50% and added live Zoom support. At this time, Excel Academy is below the 15% threshold that requires translations; however, all posts on ParentSquare can be immediately translated into Spanish. Translated information and updates in other home languages are available to parents/guardians of English Learners upon request. During Learning Period meetings, ToRs ask English learners to discuss their progress in the curriculum as well as their learning throughout the month. The ToR also discusses the student's progress in ELD with the parent during this meeting. ToRs encourage parents to use SDAIE strategies to make learning accessible and comprehensible for the student and all online providers are familiar with these strategies and incorporate them into their teaching.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

EACS Teachers of Record are provided with up-to-date technology training every year. Due to the virtual nature of our independent study model, our teachers were previously trained in using Zoom, Google G Suite and ParentSquare to communicate effectively with parents and students. Prior to the start of school, Teachers of Record received training on tips and tricks within Google, best practices for project and time management, and updates on the platform for our ordering system, OPS.

In addition, ToRs were instructed on how to find important high school resources in our shared drive, how to utilize TurnItIn to monitor the written skills of our high school students, and how to utilize other best practices for supporting high school students. In-depth training also centered around identifying and supporting WIN (What I Need) students who test one or more years below grade level on the Fall i-Ready Benchmarks in Math and/or Reading. This included updates on how to use and monitor students within i-Ready, MobyMax, and Read Live: the online programs used to support these struggling students.

In addition, teachers are required to participate in Safeschool Training Modules every year on the following topics: Sexual Harassment Prevention for Non-Managers (SB 1343), 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, Prevention and Postvention.

Further training has been scheduled to support ToRs in evaluating the progress of ELs in their ELD curriculum and understanding families' rights under the McKinney-Vento Act.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Excel Academy remained open, and as a result, staff roles and responsibilities did not change. Teachers continue to complete weekly wellness and academic checks through regular communication by phone, email, texts, and virtual meetings.

The Human Resource Specialist is the designated COVID-19 staff liaison, and her contact information is provided to all stakeholders. The Human Resource Specialist dedicated time to editing the employee handbook, updating the safety guidelines, and creating a school-wide reopening plan that outlines the appropriate protocol to follow when the school can resume in-person classes and meetings. She also created a staff COVID-19 FAQ that was distributed via email to all stakeholders. She is also responsible for managing employee leave in regards to COVID-19. She attended the following training: COVID-19: YMC's Legal Guidance for Charter School Leaders, Surviving Legal and Operational Obstacles Caused by COVID-19 & Planning for the Next Normal at School: Key starter plays for prioritizing health when schools reopen.

Our Special Programs Coordinator created and posted information on Parent Square about COVID-19, along with the community resources available, and made sure this information was also accessible on our website.

Our office manager oversees the daily operations of the EACS administrative office. In addition to her previous duties, she makes sure mail is distributed to remote employees, ensures safety standards in and around the building, and orders appropriate PPE supplies. She disinfects computers and iPads that are returned, coordinates with IT staff, and carefully reapportions them to students and staff in need. She handles all of the shipping and receiving of school supplies while maintaining the inventory. Necessary office supplies and equipment are ordered and shipped to staff members so they can effectively work in a remote setting.

In addition to her regular duties, our Intervention Coordinator created the Care Corner newsletter and the Keep Calm & Carry On webinar series which focused on health, coping skills, and balance during the pandemic. This series is available on the school website. She also attended training on Homelessness and McKinney-Vento.

The supports for pupils with unique needs are built into the everyday operation of Excel Academy. Because Excel Academy remained open, there were no additional supports required. Excel Academy reviewed the needs of students with IEPs and provided their services virtually. The school psychologist monitors this fluid situation on a daily basis to ensure that EACS is following federal civil rights and state health guidelines. Teachers' regularly scheduled meetings provide Excel Academy with information concerning student wellness and access to online curriculum.

School leadership attends webinars hosted by CDE, SDCOE, and other organizations to stay current with information, trends, and best practices to serve all students, including EL's, Homeless, Foster Youth, and low-income students. Additionally, a Title 1 Coordinator was hired to specifically monitor at-risk students to ensure they are on track with their educational plan and offer resources as needed. She attended a training entitled Putting it All Together Session 3: Learning Loss Mitigation, MTSS Tiered Support, and Alternative Metrics - Measuring/Monitoring Registration.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

At Excel Academy Charter School, our English Language Development (ELD) curriculum has always been online. This allows our English Learner students to seamlessly continue their ELD curriculum. If there are any unique challenges for our EL students, a SST meeting is held to address those on an individual basis. Excel Academy is well below the 15% threshold for providing oral and translated communication. However, translated information and updates in home languages are available to parents/guardians of English Learners upon request.

Each foster and/or homeless student is assigned an additional support staff member, consisting of either a school counselor or our intervention coordinator. The support person assigned to each foster and homeless youth has remained in close contact with both the family and the student's ToR to ensure they are well supported. The Title 1 Coordinator sent out parent surveys to make sure all of our students with unique needs are being well served and to identify and address any unmet needs.

In keeping with the continuum of services for our special education students, all services were moved to a virtual setting, with computers and hotspots being provided to students who do not have access to the internet. Document cameras are also provided to students receiving special education services so that service providers are able to continue assessing students in all areas. The document camera enables effective evaluation of students' written work and hand movement.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action 1: We hired a full time Title 1 Coordinator/Homeless Liaison to make certain that all of the needs of our at-promise population were being met.	\$58,084	Yes
Action 2: We hired a full time Intervention Coordinator to lead SSTs, support struggling students, and monitor the effectiveness of our intervention program.	\$58,084	Yes
Action 3: We gave Special Education students document cameras to aid with virtual assessment.	\$300	Yes
Action 4: Teachers are required to participate in 8 SafeSchool Training Modules every school year.	\$816	No
Action 5: Our Title 1 Coordinator attended CDE and SDCOE Training to best support foster youth, ELs, homeless youth, and Title 1 students.	\$0	Yes
Action 6: Our leadership team is attending the Distance Learning - Trauma Informed Practices training in order to inform our practices of supporting at-promise students in a distance learning format.	\$0	Yes
Action 7: We provide research-based ELD curriculum to English learners and offer a paper based curricular option for those who request it to support our ELLs.	\$5,989	Yes

Description	Total Funds	Contributing
Action 8: We hired bilingual teachers to support families that speak another home language and to provide translation when needed.	\$146,826	Yes
Action 9: We offer Career and Technical Education classes to support high school students in the following pathways: Education, Health Science, and Marketing.	\$8,727	Yes
Action 10: Hotspots and internet service are provided to any students in need of connectivity in order to facilitate communication between families and teachers, as well as distance learning.	\$11,284	Yes
Action 11: All staff are provided with laptops.	\$4031	No
Action 12: Necessary office supplies and equipment has been ordered and shipped to staff members so they can effectively work in a remote setting.	\$2,285	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Every EACS student in grades 2-11 takes the i-Ready reading and math diagnostic benchmark assessments within the first three weeks of school or upon enrollment. Our K-1 students are given paper and pencil benchmark assessments at the first LP meeting to determine strengths and any gaps in learning. Students who fall into tier 2 (one year below grade level) and tier 3 (two or more years below grade level) in reading or math test into our school-wide intervention program, which was created by our Intervention Coordinator, and complete additional online lessons weekly through CMAT Essentials, Read Live and/or i-Ready. Younger students use Moby Max or Starfall. Moby

Max and i-Ready were provided for free to all continuing and enrolled students throughout the summer to encourage ongoing learning during the break.

Our compliance process also serves to identify students in need and provide the necessary support in a timely manner. Families who fail to follow agreed-upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a PIN (Progress Improvement Notification) from the school. A meeting is then held with the Teacher of Record and parent to attempt to resolve the issue. When a second PIN is issued, an Student Success Team meeting is held with the Intervention Coordinator, the parent and the ToR. If a 3rd PIN is issued, and If a 3rd PIN is issued, it is sent to the parents by certified mail, and an internal evaluation is conducted, at which point the student may be eligible for involuntary withdrawal. In this way, any learning loss is quickly identified and addressed to get the student back on track before the gap becomes wider. In response to an increase in absences, the Executive Director and administrative cabinet had weekly meetings to adjust these policies and procedures that address attendance, pacing and progress. Excel Academy requested that the board of directors review and approve changes to the following policies: EACS - 6115 Attendance, Progress Notification (PIN) and Involuntary Withdrawal Policy to make sure they were up-to-date.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Due to the fact that Excel Academy Charter School remained in operation and students continue to be taught and supported by their parents with curricula that they keep at home, there has been minimal learning loss as a result of COVID-19. To mitigate any learning loss that did occur, students struggling academically will continue to participate in our intervention program and receive the support of additional online programs and increased assessment to measure progress throughout the year. ELD minutes were also increased by 50% per week to allow students more time to master these needed skills. English Learners take the ELPAC online and the progress in the ELD curriculum is monitored weekly by the ToR. Our Title 1 Coordinator is continually monitoring the progress of low-income pupils, foster youth, and pupils experiencing homelessness and providing the support needed for each of these groups to succeed.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

All students in grades 2-11 retake the i-Ready diagnostic measures in the Spring. This data allows us to see the progress these students have made since they tested in the Fall and if the variety of supports we have put in place have resulted in closing the achievement gap for these students. Students in grades K-1 also receive a teacher-led assessment to measure growth and progress. In addition, we sent out surveys to our stakeholders to determine if all of the services provided were adequate to address the needs of our student population.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action 1: i-Ready (See Continuity of Learning, p. 3)	\$0	Yes

Description	Total Funds	Contributing
Action 2: Title 1 Coordinator (see Distance Learning, p. 7)	\$0	Yes
Action 3: Intervention Coordinator (See Distance Learning, p. 7)	\$0	Yes
Action 4: SafeSchools Training (see Distance Learning, p. 7)	\$0	No
Action 5: Office supplies and shipping costs (See Distance Learning, p. 7)	\$0	No

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

EACS provides school-wide webinars addressing mental health needs, for example: Suicide Prevention (twice a year), Keep Calm & Carry-On (6 session series): managing anxiety and stress, etc. In the spring of 2020, the weekly Care Corner Newsletter introduced new and creative coping skills to our students and families. Students are also encouraged to utilize the SEL lessons provided in our school-wide subscription to BrainPop. Our mental health team will attend the California Student Mental Wellness Conference in September 2020 to receive critical professional development, which will be applied through programs for our students. For the 20/21 school year, EACS will implement school-wide social emotional learning.

EACS addresses individual mental health needs through the SST process. Through the SST meeting, we can determine what level of support is needed: more frequent check-ins with their ToR, reduced academic pressure, scheduled “me” time, counseling, etc. Excel

Academy hired an additional School Counselor for the 20/21 school year in anticipation of the increased need of mental health support. Up to 6 sessions of 1-on-1 counseling will be provided to high-need students while we work to connect them with community resources. The Crisis Team, which consists of a school psychologist, two school counselors, and an intervention coordinator, collaborate to respond to our most intense mental health crises.

The Title 1 Coordinator/Homeless Liaison attends training hosted by SDCOE and community and state organizations. This information is shared with the staff in professional development meetings, staff meetings, as well as in individual conversations to address the needs of our students. Proactive mental health support will be provided for all students covered under McKinney-Vento.

All teachers have been trained on current school policies related to COVID-19 and the appropriate protocol to follow when we are released to resume in-person meetings with students. The SafeSchool Trainings on Child Abuse and Neglect, Students Experiencing Homelessness: Awareness and Understanding and Youth Suicide: Awareness, Prevention, and Postvention all enable teachers to best meet the needs of our at-risk students.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Since the parent is the primary educator, the majority of EACS students are not participating in distance learning. All students have access to books, workbooks, and other curriculum materials and the majority of students are receiving direct instruction from the parent at home. There are some students who choose to learn from an online teacher or use recorded lessons as part of their curriculum, but the parent is still involved in their education on an ongoing basis. In addition, the i-Ready diagnostic provides results on how the student is currently performing in Math and Language Arts. Any students who score one year below grade level are monitored more carefully by the teacher and held accountable to complete additional lessons each week. Information is regularly communicated to families on ParentSquare. In ParentSquare, all information can be translated instantly into Spanish. All other languages can be translated as needed.

Due to the important role of the parent, we are quick to follow up with students who are not making adequate progress each learning period so that the student can get them back on track. Families who fail to follow agreed upon guidelines (ie. missed meetings, no contact, less than 70% work) receive a PIN from the school. A meeting is then held with the Teacher of Record and parent to attempt to resolve the issue. When a second PIN is issued, an SST meeting is held with the SST Coordinator, the parent, and the ToR. If a 3rd PIN is issued, an internal evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study. If it is deemed that it is

not in the student's best interest to remain in independent study, the student may be eligible for involuntary withdrawal. In this way, any learning loss is quickly identified and addressed to reengage the student and get them back on track before the gap widens.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

School-wide interventions are available to support our students. Due to the high unemployment rate, we recognized that support could be needed across all socioeconomic tiers. We post recurring advertisements of the No Kid Hungry program, which provides free meals at local school campuses, and we post available community resources on our website. Additionally, we note in our monthly staff meetings for ToRs to notify the Crisis Team if any family is struggling and in need of food or shelter. A list of community resources was been created, by the county region, addressing these needs. In addition, we sent surveys to all families to ensure that all students had access to adequate food, water, and shelter. Our newly hired Title I Coordinator has already been in contact with families to support their needs.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Action 1: We hired an additional high school counselor to support the growing mental, social and emotional needs of our students.	\$37,316	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.84%%	\$523,768.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The strategies outlined above are available for all students; however, they were created with the foster youth, EL, and low-income students at the forefront of the decision-making process. Services for our low-income, English learners, and foster youth are evidence-based interventions that were identified by a collaborative effort of the school Executive Director, Assistant Director, and staff to determine the resources available that support the academic and graduation rates for our student groups.

The school's Intervention Coordinator is a tier 2 MTSS approach that allows the students to have an individualized, targeted intervention plan. Our student populations thrive academically with the individualized attention that takes into account their learning style and specific skill deficits.

Due to the trauma that students may have experienced due to COVID-19, an increase in school counseling services is critical for this student population. Foster, EL, and low-income youth experience trauma at a higher rate than their peers and a counselor can help provide social-emotional stability that will allow the students to better meet their academic goals. EACS hired an additional counselor to help meet this growing need. Spreadsheets with resources for food, shelter, and mental health services for our families are developed, maintained, and updated regularly and shared via Parent Square, our newsletter, and on our website.

The at-promise student population is at a higher risk of not having the needed technology to access online learning; therefore, the school will provide devices and internet to foster and homeless students as needed.

Additionally, the school's Title 1 Coordinator, along with the support of the Intervention Coordinator, will specifically monitor at-promise students to ensure they are on track with their educational plan and offer resources as needed. Through the use of McKinney Vento, Home Language Survey, and other school surveys, we identify the needs of our student population and ensure that our foster youth, English learners, and low-income students are receiving the support they need. We continue to work strategically to gather feedback from all stakeholders for continuous improvement.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Excel Academy's foster youth, English learners, and low income students' needs are identified through regular School Site Council meetings, Parent Advisory Council meetings, ELPAC meetings, and collection of the McKinney Vento identification form. Our services are significantly increased by hiring a full-time Title I Coordinator, in addition to our Intervention Coordinator. To ensure student needs are being met, the Title I Coordinator creates a request form to address needs specific to these stakeholders, which is posted on the Excel Academy website and is accessible at any time. Our Title I Coordinator contacts families within six weeks of a student's SST to ensure any strategic actions put into place during the SST meeting are effective. We will also continue utilizing School Site Council meetings, Parent Advisory Council meetings, ELPAC meetings, and collection of the McKinney Vento identification form to identify and address the needs of our students. Resource options for these groups are shared monthly via newsletter, email, and our school communication system.

To increase the support for families identified under the McKinney Vento Act, we will be scheduling a minimum of two SST (Student Success Team) meetings annually so we can be sure to maintain consistent communication. EACS teachers are required to attend upcoming professional development related to the McKinney Vento Act to learn best practices regarding foster and homeless students. Finally, a survey will be completed by teachers for further data collection regarding these families so we can better understand and meet their needs.

The Intervention Coordinator provides increased and improved services for our student groups by monitoring student progress and identifying learning gaps that require intervention. She implements evidence-based interventions that close student achievement gaps in the shortest amount of time while supporting parents and teachers in the implementation of these interventions.

We significantly increased our services to at-risk students by hiring an additional High School Counselor who can provide 1:1 counseling for students in need.

EASC bilingual teachers provide increased and improved services for our English learners by supporting families who speak another home language in the daily instruction of their children. They also serve as translators during SSTs, LPs, and other family meetings.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, and review of student needs and gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, a strong ELD curriculum for ELLs, Title I Coordinator monitoring and support, and support on the social-emotional level allows for students to progress academically. The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-risk student population is receiving instruction that best meets their needs. A personalized education model is key to mitigating learning loss for these students and supporting them in their academic achievement.