EXCEL ACADEMY CHARTER SCHOOLS
Special Meeting of the Board of Directors

<u>Agenda</u>

Monday, September 14, 2020
Special Meeting Begins at 12:30 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: 992 3165 2097
Join URL: https://zoom.us/j/99231652097

<u>MISSION STATEMENT</u>

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.

<u>THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE</u>
Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

<u>REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY</u>
The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

<u>REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY</u>
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 Special Board meeting of September 14, 2020.

   <u>Roll Call Vote:</u>
   William Hall
   Michael Humphrey
   Susan Houle
   Steve Fraire

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

3. **PLEDGE OF ALLEGIANCE**   Led by: _____

4. **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.

5. **BUSINESS/FINANCIAL SERVICES**
   - 5.1. (Action)   **<u>Approval of the Unaudited Actuals Financial Report 2019-2020</u>**

     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).

     <u>Roll Call Vote:</u>
     William Hall
     Michael Humphrey
     Susan Houle
     Steve Fraire

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

6. **EDUCATION/STUDENT SERVICES**

   6.1. (Action) Approval of Learning Continuity and Attendance Plan (2020-21)

   It is recommended the Board approve the Learning Continuity and Attendance Plan (Learning Continuity Plan) for the 2020-21 school year.

   a. Excel Academy Charter School - Helendale (#2073)
   b. Excel Academy Charter School - Warner (#2053)

   Roll Call Vote:
   William Hall
   Michael Humphrey
   Susan Houle
   Steve Fraire

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

7. **CALENDAR**

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

8. **BOARD COMMENTS**

9. **CEO COMMENTS**

10. **ADJOURNMENT**

    The special 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 CHARTER SCHOOLS

Agenda Item: 5.1   **Date:** September 14, 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 School:

Excel Academy (Warner)
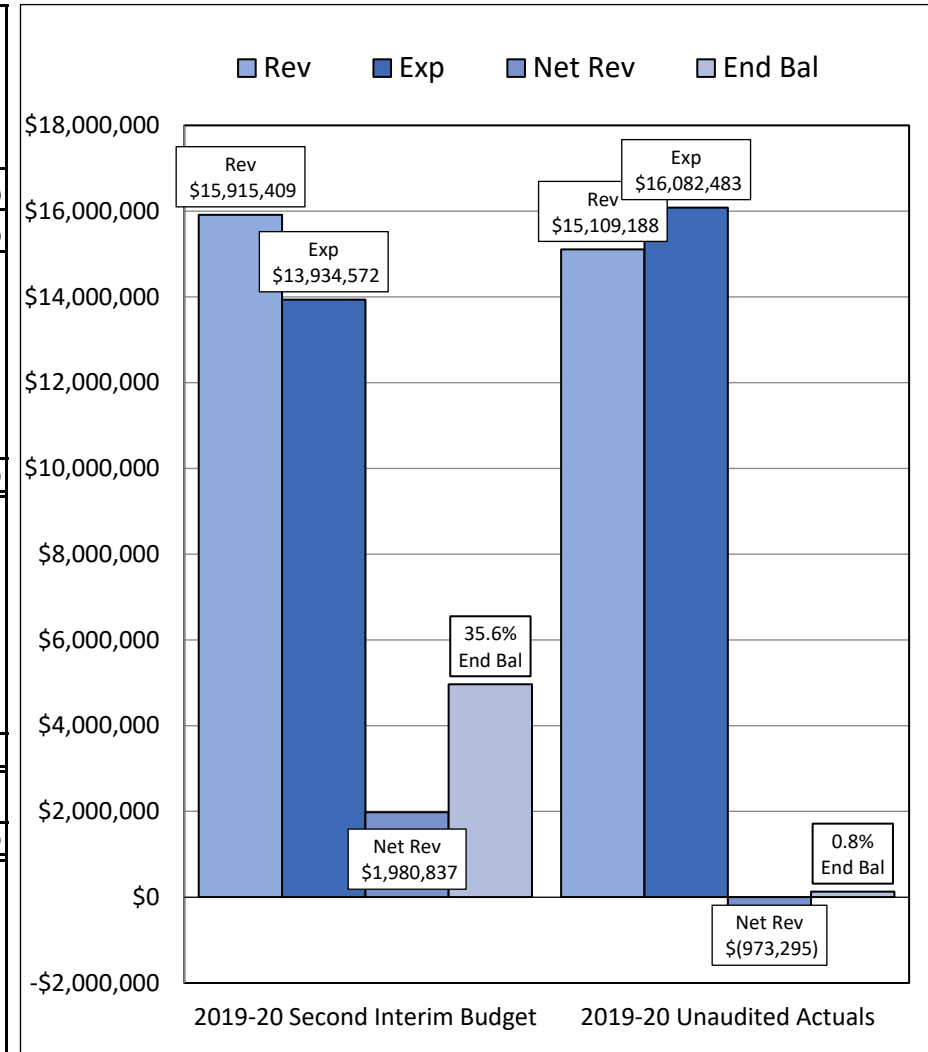**Excel Academy (Helendale)**

2019-20 Unaudited Actuals

2019-20 Unaudited Actuals: Executive Summary

- Local Control Funding Formula (LCFF) revenues are the primary funding source for both schools. Total combined LCFF revenue is lower than previous projections due to lower than anticipated average daily attendance (ADA).

- Federal Revenues for both schools combined are lower than previous projections due in part to Warner being ineligible for the PCSGP grant.

- Other State Revenues for both schools combined are lower than previous projections.

- Other Local Revenue includes interest revenue from Treasury accounts, as well as revenue transfers (increases to revenue) for students from California Pacific Charter School (CPC-SD and CPC-LA) taught at Excel Academy Charter School.

- Salaries and Benefits expenses include all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc. Overall, the combined total expenses for both schools were higher than previous projections.

- Books & Supplies expenses include textbooks, computers, supplies, and other instructional and non-instructional materials and equipment. Overall, the combined total expenses for both schools were higher than previous projections.

- Services/Operations expenses include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses. Overall, the combined total expenses for both schools were higher than previous projections.

- Cash is stable for both schools as the Revolving Loan and Payment Protection Program funds have also provided additional cash support for 2019-20.

Excel Academy Charter Schools (Combined)
2019-20 Unaudited Actuals
BUDGET SUMMARY

	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Change
Projected Enrollment:	1,586	1,584	(2.00)
Projected P-2 ADA:	1,554.33	1,504.95	(49.38)
Revenues:			
General Purpose Entitlement	$ 14,065,822	$ 13,509,159	$ (556,663)
Federal Revenue	734,157	424,082	(310,075)
Other State Revenue	1,115,430	1,085,729	(29,701)
Other Local Revenue	-	90,218	90,218
TTL Revenues	$ 15,915,409	$ 15,109,188	$ (806,221)
Expenditures:			
Certificated Salaries	$ 5,941,504	$ 6,397,292	$ 455,788
Non-Certificated Salaries	565,375	575,482	10,107
Benefits	1,958,066	1,898,288	(59,778)
Books/Supplies/Materials	1,044,559	1,584,007	539,448
Services/Operations	4,425,069	5,627,414	1,202,345
TTL Expenditures	$ 13,934,572	$ 16,082,483	$ 2,147,911
Net Revenues	$ 1,980,837	$ (973,295)	$ (2,954,132)
Beginning Balance July 1	$ 2,984,950	$ 1,102,391	
Ending Balance June 30	$ 4,965,787	129,096	
Ending Balance as % of Exp.:	35.6%	0.8%	

Bar chart legend: Rev, Exp, Net Rev, End Bal

2019-20 Second Interim Budget:
- Rev $15,915,409
- Exp $13,934,572
- Net Rev $1,980,837
- 35.6% End Bal

2019-20 Unaudited Actuals:
- Rev $15,109,188
- Exp $16,082,483
- Net Rev $(973,295)
- 0.8% End Bal

Excel Academy Charter Schools (Combined)
2019-20 Unaudited Actuals
BUDGET DETAIL & PRIOR YEAR COMPARISON

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
Enrollment (CALPADS)	1,586	1,584	(2)	
Average Daily Attendance (P-2)	1,554.33	1,504.95	(49.38)	
REVENUES				
General Purpose Entitlement				
8011 General Purpose Block Grant	12,582,942	12,419,069	(163,873)	
8012 Education Protection Account	310,866	300,990	(9,876)	
8096 Funding in Lieu of Property Taxes	1,172,014	789,100	(382,914)	
TTL General Purpose Entitlement	14,065,822	13,509,159	(556,663)	
Federal Revenue				
8181 Federal IDEA SpEd Revenue	158,882	200,294	41,412	ERMHS-Federal.
8290 Other Federal Revenue	575,275	223,788	(351,487)	Ineligible for PCSGP. Includes LLMF-Fed.
TTL Federal Revenue	734,157	424,082	(310,075)	
Other State Revenue				
8311 AB602 State SpEd Revenue	779,379	705,487	(73,892)	Based on SELPA schedules.
8560 State Lottery Revenue	336,051	296,761	(39,290)	
8590 Other State Revenue	-	83,481	83,481	ERMHS-State & LLMF-State.
TTL Other State Revenue	1,115,430	1,085,729	(29,701)	
Other Local Revenue				
8660 Interest Income	-	8,951	8,951	Treasury Interest
8698 Other Revenue (Suspense)	-	1,654	1,654	
8699 Other Revenue	-	1,937	1,937	
8791 Apportionment Transfer	-	77,676	77,676	Students from CPC-SD and CPC-LA.
TTL Other Local Revenue	-	90,218	90,218	
TTL REVENUES	15,915,409	15,109,188	(806,221)	

Excel Academy Charter Schools (Combined)
2019-20 Unaudited Actuals
BUDGET DETAIL & PRIOR YEAR COMPARISON

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
EXPENDITURES				
1000 - Certificated Salaries				
1100 Teacher Compensation	4,982,293	5,392,758	410,465	
1300 Certificated Administrators	959,211	1,004,534	45,323	
TTL Certificated Salaries	**5,941,504**	**6,397,292**	**455,788**	
2000 - Non - Certificated Salaries				
2400 Clerical & Technical Staff	565,375	575,482	10,107	
TTL Non - Certificated Salaries	**565,375**	**575,482**	**10,107**	
3000 - Employee Benefits				
3101 STRS Certificated	914,398	1,031,033	116,635	
3301 OASDI/Medicare	86,151	96,425	10,274	
3302 OASDI/Medicare	43,251	43,405	154	
3401 Health Care Certificated	666,733	502,535	(164,198)	
3402 Health Care Classified	30,384	90,774	60,390	
3501 Unemployment Insurance	104,233	71,049	(33,184)	
3502 Unemployment Insurance	10,649	9,062	(1,587)	
3601 Workers' Comp Certificated	89,123	46,308	(42,815)	
3602 Workers' Comp Classified	8,480	-	(8,480)	
3901 Other Benefits Cert	2,606	4,615	2,009	
3902 Other Benefits Class	2,058	3,082	1,024	
TTL Employee Benefits	**1,958,066**	**1,898,288**	**(59,778)**	
4000 - Books/Supplies/Materials				
4100 Textbooks & Core Curriculum	720,320	956,840	236,520	
4200 Other Reference Materials	1,081	11,126	10,045	
4310 Materials & Supplies	5,008	324,117	319,109	
4315 Classroom Materials	119,195	-	(119,195)	Coded as 4320
4320 Office Supplies	-	75,347	75,347	
4330 Student Incentives / Events	66,314	7,681	(58,633)	
4350 Other Supplies - Materials & Supplies	1,996	-	(1,996)	

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
4390 Other Supplies	-	36,975	36,975	
4400 Non - Capitalized Equipment	61,341	171,921	110,580	All coded as 4400
4420 Non - Capitalized Technology	69,304	-	(69,304)	All coded as 4400
TTL Books/Supplies/Materials	**1,044,559**	**1,584,007**	**539,448**	
5000 - Services & Operations				
5100 Subagreements For Services	321,365	677,620	356,255	
5200 Travel & Conferences	101,023	81,850	(19,173)	
5210 Mileage Reimbursements	6,838	6,070	(768)	
5220 Lodging	-	4,566	4,566	
5300 Dues & Memberships	85	6,554	6,469	
5400 Insurance	6,233	29,275	23,042	
5500 Operations & Housekeeping	50,843	1,161	(49,682)	
5610 Facility Rents & Leases	-	43,306	43,306	
5620 Equipment Leases	102,190	4,974	(97,216)	
5630 Maintenance & Repair	6,028	1,544	(4,484)	
5800 Professional Services - Non - instructional	-	191,906	191,906	
5810 Legal	93,947	100,004	6,057	
5820 Audit & CPA	14,234	5,430	(8,804)	
5821 SPED Non-Severe SAI	-	2,140	2,140	
5822 SPED Non-Severe Speech/Lang	-	68	68	
5825 DMS Business Services	-	445,769	445,769	
5830 Non - Instructional Software Licenses/Fees	3,039	6,841	3,802	
5835 Field Trips	-	35,206	35,206	
5840 Advertising & Recruitment	96	95,413	95,317	
5841 Community Marketing	-	17,458	17,458	
5850 Oversight Fees	359,385	215,204	(144,181)	1% Warner / 3% Helendale.
5860 Service Fees	28,289	11,186	(17,103)	
5865 Collaborative Shared Central Office	90,012	1,252,464	1,162,452	
5870 Livescan Fingerprinting	407,882	191	(407,691)	
5878 Student Assessment	-	31,574	31,574	

Excel Academy Charter Schools (Combined)
2019-20 Unaudited Actuals
BUDGET DETAIL & PRIOR YEAR COMPARISON

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
5880 Instructional Vendors & Consultants	-	2,332,749	2,332,749	
5890 Misc Other Outside Services	3,500	-	(3,500)	
5895 Professional Development	-	7,467	7,467	
5900 Communications	1,080,979	1,950	(1,079,029)	
5910 Telephone	121	10,295	10,174	
5920 Internet	181,585	2,044	(179,541)	
5930 Postage	1,554,852	3,846	(1,551,006)	
5940 IT Services	-	1,289	1,289	
TTL Services & Operations	4,425,069	5,627,414	1,202,345	
TTL EXPENDITURES	13,934,572	16,082,483	2,147,911	
Revenues less Expenditures	1,980,837	(973,295)	(2,954,132)	
Beginning Fund Balance	2,984,950	1,102,391		
Net Revenues	1,980,837	(973,295)		
ENDING BALANCE	4,965,787	129,096		
ENDING BALANCE AS % OF OUTGO	35.6%	0.8%		

Excel Academy (Warner)
2019-20 Unaudited Actuals - Summary Analysis

DMS
DELTA MANAGED SOLUTIONS

SUMMARY OF RESULTS

This 2019-20 Unaudited Actuals update projects a budget deficit of ($847,917).

This is a decrease of ($2,425,287) from the prior 2019-20 Second Interim Budget projected surplus of $1,577,370.

This will allow Excel Academy (Warner) to end this fiscal year with a balance of ($130,928), which is -1.1% of annual expenditures.

SIGNIFICANT CHANGES IN REVENUE (Total Change from 2019-20 Second Interim Budget = decrease of ($630,322), or -5.6% of prior projections)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are ($329,042) lower than in the prior projections, due to average daily attendance (ADA) decreasing by 29.36.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, Educationally Related Mental Health Service (ERHMS), and federal special education. Federal Revenues are projected at ($309,556) lower than the prior projections.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, and one-time block grants.

Other State Revenues are projected at ($18,463) lower than the prior projections.

Other Local Revenues: This category includes interest revenue from Treasury accounts, as well as a revenue transfer (increase to revenue) for students from California Pacific Charter School (CPC-SD) taught at Excel. Other Local Revenues are projected at $26,739 higher than the prior projections.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from 2019-20 Second Interim Budget = increase of $1,794,965, or 18.6% of prior projections)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $523,132 higher than in the prior cycle, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $352,358 higher than in the prior cycle.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.
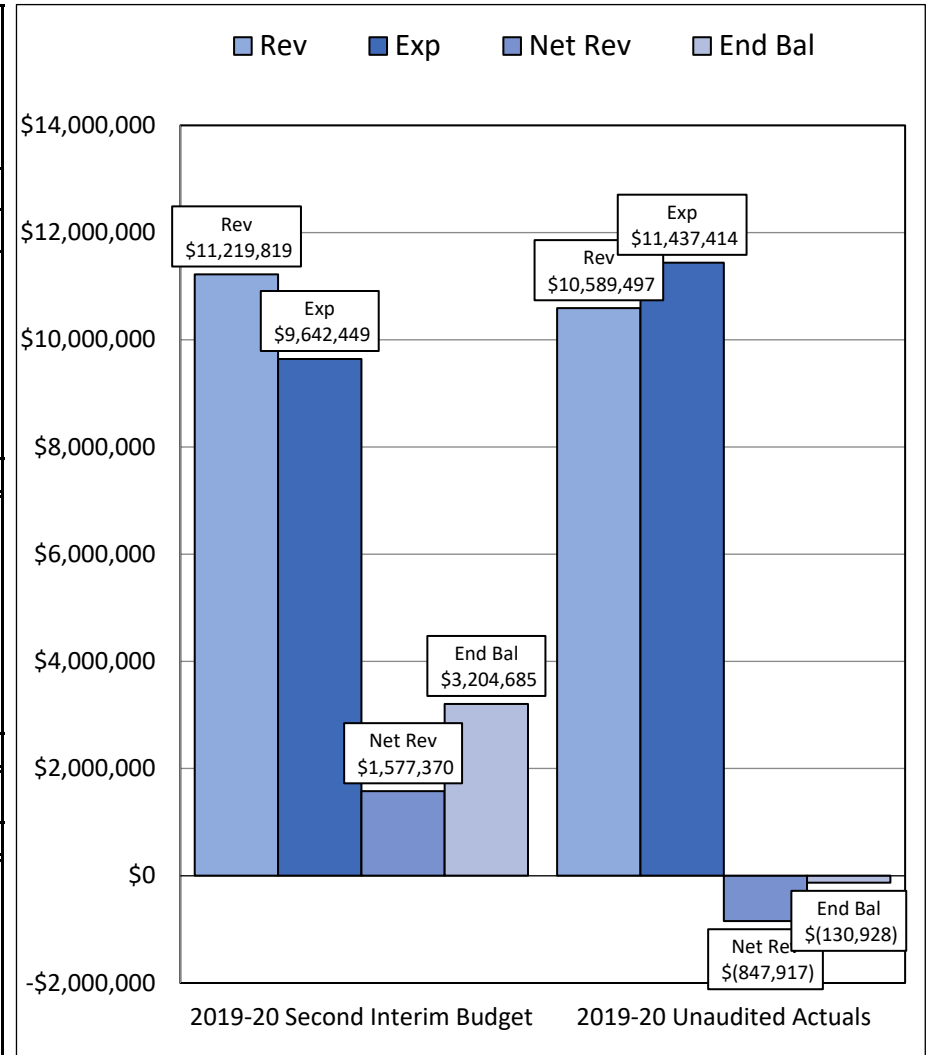
Services & Operating costs are projected to be $919,474 higher than in the prior cycle.

Excel Academy (Warner)
2019-20 Unaudited Actuals
BUDGET SUMMARY

	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Change
Projected Enrollment:	1,118	1,121	3.00
Projected P-2 ADA:	1,095.64	1,066.28	(29.36)
Revenues:			
General Purpose Entitlement	$ 9,832,600	$ 9,503,558	$ (329,042)
Federal Revenue	600,952	291,396	(309,556)
Other State Revenue	786,267	767,804	(18,463)
Other Local Revenue	-	26,739	26,739
TTL Revenues	$ 11,219,819	$ 10,589,497	$ (630,322)
Expenditures:			
Certificated Salaries	$ 4,050,441	$ 4,452,470	$ 402,029
Non-Certificated Salaries	401,560	485,591	84,031
Benefits	1,312,110	1,349,182	37,072
Books/Supplies/Materials	711,295	1,063,653	352,358
Services/Operations	3,167,044	4,086,518	919,474
TTL Expenditures	$ 9,642,449	$ 11,437,414	$ 1,794,965
Net Revenues	$ 1,577,370	$ (847,917)	$ (2,425,287)
Beginning Balance July 1	$ 1,627,315	$ 716,989	
Ending Balance June 30	$ 3,204,685	$ (130,928)	
Ending Balance as % of Exp.:	33.2%	-1.1%	

Bar chart legend: Rev, Exp, Net Rev, End Bal

2019-20 Second Interim Budget:
Rev $11,219,819
Exp $9,642,449
Net Rev $1,577,370
End Bal $3,204,685

2019-20 Unaudited Actuals:
Rev $10,589,497
Exp $11,437,414
Net Rev $(847,917)
End Bal $(130,928)

Excel Academy (Warner)
2019-20 Unaudited Actuals
BUDGET DETAIL & PRIOR YEAR COMPARISON

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
Enrollment (CALPADS)	1,118	1,121	3	
Average Daily Attendance (P-2)	1,095.64	1,066.28	(29.36)	
REVENUES				
General Purpose Entitlement				
8011 General Purpose Block Grant	8,527,692	8,575,223	47,531	
8012 Education Protection Account	219,128	213,256	(5,872)	
8096 Funding in Lieu of Property Taxes	1,085,780	715,079	(370,701)	
TTL General Purpose Entitlement	**9,832,600**	**9,503,558**	**(329,042)**	
Federal Revenue				
8181 Federal IDEA SpEd Revenue	84,778	141,911	57,133	ERMHS-Federal.
8290 Other Federal Revenue	516,174	149,485	(366,689)	Ineligible for PCSGP. Includes LLMF-Fed.
TTL Federal Revenue	**600,952**	**291,396**	**(309,556)**	
Other State Revenue				
8311 AB602 State SpEd Revenue	549,384	501,856	(47,528)	Based on SELPA schedules.
8560 State Lottery Revenue	236,882	210,260	(26,622)	
8590 Other State Revenue	-	55,688	55,688	ERMHS-State & LLMF-State.
TTL Other State Revenue	**786,267**	**767,804**	**(18,462)**	
Other Local Revenue				
8660 Interest Income	-	8,951	8,951	Treasury Interest
8698 Other Revenue (Suspense)	-	1,654	1,654	
8699 Other Revenue	-	1,937	1,937	
8791 Apportionment Transfer	-	14,197	14,197	Students from CPC-SD.
TTL Other Local Revenue	**-**	**26,739**	**26,739**	
TTL REVENUES	**11,219,819**	**10,589,497**	**(630,321)**	

Excel Academy (Warner)
2019-20 Unaudited Actuals
BUDGET DETAIL & PRIOR YEAR COMPARISON

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
EXPENDITURES				
1000 - Certificated Salaries				
1100 Teacher Compensation	3,443,910	3,655,388	211,478	
1300 Certificated Administrators	606,531	797,082	190,551	
TTL Certificated Salaries	**4,050,441**	**4,452,470**	**402,029**	
2000 - Non - Certificated Salaries				
2400 Clerical & Technical Staff	401,560	485,591	84,031	
TTL Non - Certificated Salaries	**401,560**	**485,591**	**84,031**	
3000 - Employee Benefits				
3101 STRS Certificated	623,363	680,264	56,901	
3301 OASDI/Medicare	58,731	68,772	10,041	
3302 OASDI/Medicare	30,719	36,626	5,907	
3401 Health Care Certificated	428,763	377,219	(51,544)	
3402 Health Care Classified	21,580	90,774	69,194	
3501 Unemployment Insurance	67,609	49,940	(17,669)	
3502 Unemployment Insurance	10,567	7,211	(3,356)	
3601 Workers' Comp Certificated	60,757	32,462	(28,295)	
3602 Workers' Comp Classified	6,023	-	(6,023)	
3901 Other Benefits Cert	1,940	3,227	1,287	
3902 Other Benefits Class	2,058	2,687	629	
TTL Employee Benefits	**1,312,110**	**1,349,182**	**37,072**	
4000 - Books/Supplies/Materials				
4100 Textbooks & Core Curriculum	460,252	620,696	160,444	
4200 Other Reference Materials	251	8,713	8,462	
4310 Materials & Supplies	4,508	213,516	209,008	
4315 Classroom Materials	73,162	-	(73,162)	Coded as 4320
4320 Office Supplies	-	67,874	67,874	
4330 Student Incentives / Events	61,161	7,808	(53,353)	
4350 Other Supplies - Materials & Supplies	1,377	-	(1,377)	

Excel Academy (Warner)
2019-20 Unaudited Actuals
BUDGET DETAIL & PRIOR YEAR COMPARISON

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
4390 Other Supplies	-	36,975	36,975	
4400 Non - Capitalized Equipment	61,341	108,071	46,730	All coded as 4400
4420 Non - Capitalized Technology	49,243	-	(49,243)	All coded as 4400
TTL Books/Supplies/Materials	**711,295**	**1,063,653**	**352,358**	
5000 - Services & Operations				
5100 Subagreements For Services	189,452	478,351	288,899	
5200 Travel & Conferences	82,637	69,595	(13,042)	
5210 Mileage Reimbursements	5,652	5,221	(431)	
5220 Lodging	-	4,566	4,566	
5300 Dues & Memberships	85	2,415	2,330	
5400 Insurance	4,635	29,275	24,640	
5500 Operations & Housekeeping	50,843	943	(49,900)	
5610 Facility Rents & Leases	-	36,606	36,606	
5620 Equipment Leases	71,532	4,069	(67,463)	
5630 Maintenance & Repair	5,178	1,035	(4,143)	
5800 Professional Services - Non - instructional	-	145,693	145,693	
5810 Legal	59,338	62,533	3,195	
5820 Audit & CPA	13,174	2,715	(10,459)	
5821 SPED Non-Severe SAI	-	2,140	2,140	
5822 SPED Non-Severe Speech/Lang	-	68	68	
5825 DMS Business Services	-	310,866	310,866	
5830 Non - Instructional Software Licenses/Fees	3,039	6,537	3,498	
5835 Field Trips	-	25,863	25,863	
5840 Advertising & Recruitment	96	68,708	68,612	
5841 Community Marketing	-	15,478	15,478	
5850 Oversight Fees	240,880	95,036	(145,844)	1% of revenue.
5860 Service Fees	22,167	7,230	(14,937)	
5865 Collaborative Shared Central Office	63,871	876,725	812,854	
5870 Livescan Fingerprinting	283,949	159	(283,790)	
5878 Student Assessment	-	21,924	21,924	

Excel Academy (Warner)
2019-20 Unaudited Actuals
BUDGET DETAIL & PRIOR YEAR COMPARISON

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
5880 Instructional Vendors & Consultants	-	1,790,788	1,790,788	
5890 Misc Other Outside Services	500	-	(500)	
5895 Professional Development	-	6,065	6,065	
5900 Communications	760,508	1,438	(759,070)	
5910 Telephone	121	9,134	9,013	
5920 Internet	149,510	2,044	(147,466)	
5930 Postage	1,148,656	3,298	(1,145,358)	
5940 IT Services	-	-	-	
TTL Services & Operations	3,167,044	4,086,518	919,473	
TTL EXPENDITURES	9,642,449	11,437,414	1,794,964	
Revenues less Expenditures	1,577,371	(847,917)	(2,425,285)	
Beginning Fund Balance	1,627,315	716,989		
Net Revenues	1,577,371	(847,917)		
ENDING BALANCE	3,204,686	(130,928)		
ENDING BALANCE AS % OF OUTGO	33.2%	-1.1%		

Excel Academy (Helendale)
2019-20 Unaudited Actuals - Summary Analysis

SUMMARY OF RESULTS

This 2019-20 Unaudited Actuals update projects a budget deficit of ($125,378).

This is a decrease of ($528,847) from the prior 2019-20 Second Interim Budget projected surplus of $403,469.

This will allow Excel Academy (Helendale) to end this fiscal year with a balance of $260,024, which is 5.6% of annual expenditures.

SIGNIFICANT CHANGES IN REVENUE (Total Change from 2019-20 Second Interim Budget = decrease of ($175,899), or -3.7% of prior projections)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are ($227,621) lower than in the prior projections, due to average daily attendance (ADA) decreasing by 20.02.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, Educationally Related Mental Health Service (ERHMS), and federal special education. Federal Revenues are projected at ($519) lower than the prior projections.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other State Revenues are projected at ($11,238) lower than the prior projections.

Other Local Revenues: This category includes interest revenue from Treasury accounts, as well as a revenue transfer (increase to revenue) for students from California Pacific Charter School (CPC-LA) taught at Excel. Other Local Revenues are projected at $63,479 higher than the prior projections.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from 2019-20 Second Interim Budget = increase of $352,948, or 8.2% of prior projections)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are ($117,015) lower than in the prior cycle, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $187,091 higher than in the prior cycle.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.
Services & Operating costs are projected to be $282,872 higher than in the prior cycle.

Excel Academy (Helendale)
2019-20 Unaudited Actuals
BUDGET SUMMARY

	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Change
Projected Enrollment:	468	463	(5.00)
Projected P-2 ADA:	458.69	438.67	(20.02)
Revenues:			
General Purpose Entitlement	$ 4,233,222	$ 4,005,601	$ (227,621)
Federal Revenue	133,205	132,686	(519)
Other State Revenue	329,163	317,925	(11,238)
Other Local Revenue	-	63,479	63,479
TTL Revenues	$ 4,695,590	$ 4,519,691	$ (175,899)
Expenditures:			
Certificated Salaries	$ 1,891,063	$ 1,944,822	$ 53,759
Non-Certificated Salaries	163,815	89,891	(73,924)
Benefits	645,956	549,106	(96,850)
Books/Supplies/Materials	333,263	520,354	187,091
Services/Operations	1,258,024	1,540,896	282,872
TTL Expenditures	$ 4,292,121	$ 4,645,069	$ 352,948
Net Revenues	$ 403,469	$ (125,378)	$ (528,847)
Beginning Balance July 1	$ 1,357,635	$ 385,402	
Ending Balance June 30	$ 1,761,104	$ 260,024	
Ending Balance as % of Exp.:	41.0%	5.6%	
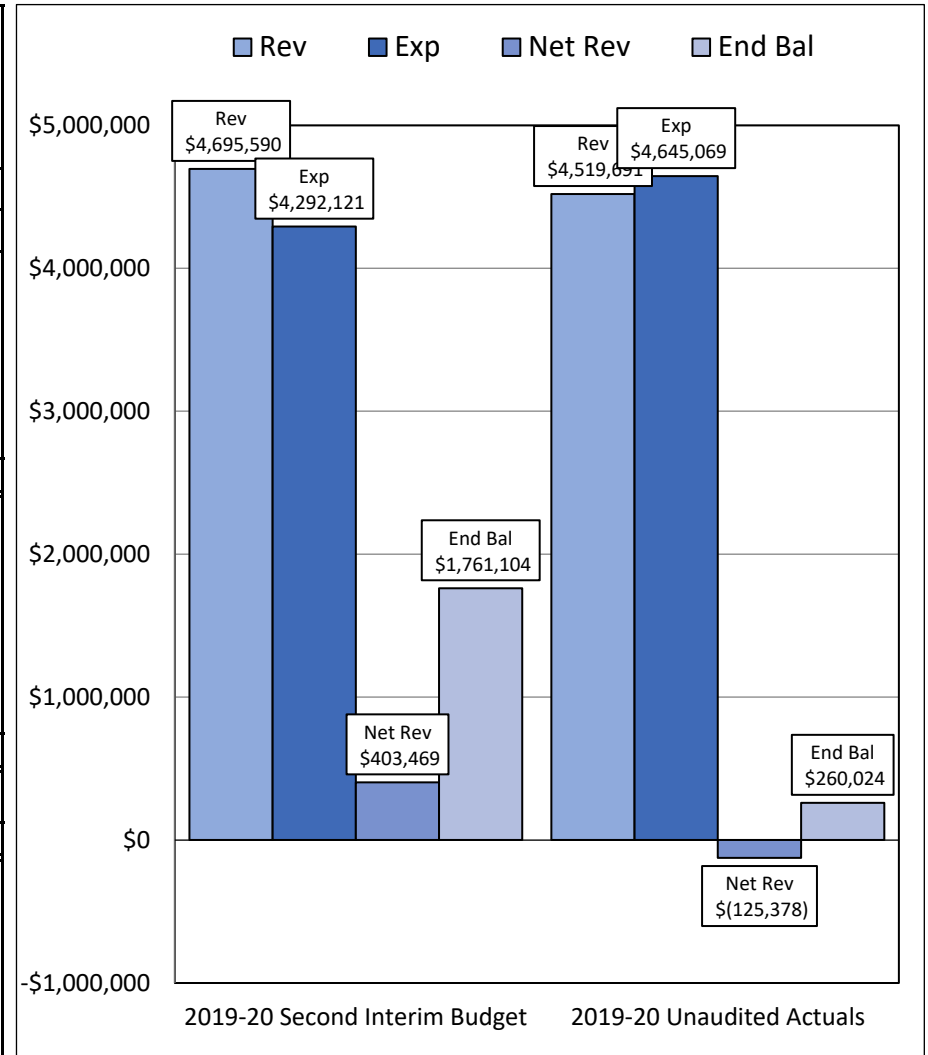
Excel Academy (Helendale)
2019-20 Unaudited Actuals
BUDGET DETAIL & PRIOR YEAR COMPARISON

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
Enrollment (CALPADS)	468	463	(5)	
Average Daily Attendance (P-2)	458.69	438.67	(20.02)	
REVENUES				
General Purpose Entitlement				
8011 General Purpose Block Grant	4,055,250	3,843,846	(211,404)	
8012 Education Protection Account	91,738	87,734	(4,004)	
8096 Funding in Lieu of Property Taxes	86,234	74,021	(12,213)	
TTL General Purpose Entitlement	4,233,222	4,005,601	(227,621)	
Federal Revenue				
8181 Federal IDEA SpEd Revenue	74,104	58,383	(15,721)	ERMHS-Federal.
8290 Other Federal Revenue	59,101	74,303	15,202	LLMF-Federal.
TTL Federal Revenue	133,205	132,686	(519)	
Other State Revenue				
8311 AB602 State SpEd Revenue	229,995	203,631	(26,364)	Based on SELPA schedules.
8560 State Lottery Revenue	99,169	86,501	(12,668)	
8590 Other State Revenue	-	27,793	27,793	ERMHS-State & LLMF-State.
TTL Other State Revenue	329,163	317,925	(11,239)	
Other Local Revenue				
8660 Interest Income	-	-	-	
8698 Other Revenue (Suspense)	-	-	-	
8699 Other Revenue	-	-	-	
8791 Apportionment Transfer	-	63,479	63,479	Students from CPC-LA.
TTL Other Local Revenue	-	63,479	63,479	
TTL REVENUES	4,695,590	4,519,691	(175,900)	

Excel Academy (Helendale)
2019-20 Unaudited Actuals
BUDGET DETAIL & PRIOR YEAR COMPARISON

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
EXPENDITURES				
1000 - Certificated Salaries				
1100 Teacher Compensation	1,538,383	1,737,370	198,987	
1300 Certificated Administrators	352,680	207,452	(145,228)	
TTL Certificated Salaries	**1,891,063**	**1,944,822**	**53,759**	
2000 - Non - Certificated Salaries				
2400 Clerical & Technical Staff	163,815	89,891	(73,924)	
TTL Non - Certificated Salaries	**163,815**	**89,891**	**(73,924)**	
3000 - Employee Benefits				
3101 STRS Certificated	291,035	350,769	59,734	
3301 OASDI/Medicare	27,420	27,653	233	
3302 OASDI/Medicare	12,532	6,779	(5,753)	
3401 Health Care Certificated	237,970	125,316	(112,654)	
3402 Health Care Classified	8,804	-	(8,804)	
3501 Unemployment Insurance	36,624	21,109	(15,515)	
3502 Unemployment Insurance	82	1,851	1,769	
3601 Workers' Comp Certificated	28,366	13,846	(14,520)	
3602 Workers' Comp Classified	2,457	-	(2,457)	
3901 Other Benefits Cert	666	1,388	722	
3902 Other Benefits Class	-	395	395	
TTL Employee Benefits	**645,956**	**549,106**	**(96,850)**	
4000 - Books/Supplies/Materials				
4100 Textbooks & Core Curriculum	260,068	336,144	76,076	
4200 Other Reference Materials	830	2,413	1,583	
4310 Materials & Supplies	500	110,601	110,101	
4315 Classroom Materials	46,033	-	(46,033)	Coded as 4320
4320 Office Supplies	-	7,473	7,473	
4330 Student Incentives / Events	5,153	(127)	(5,280)	
4350 Other Supplies - Materials & Supplies	619	-	(619)	

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
4390 Other Supplies	-	-	-	
4400 Non - Capitalized Equipment	-	63,850	63,850	All coded as 4400
4420 Non - Capitalized Technology	20,061	-	(20,061)	All coded as 4400
TTL Books/Supplies/Materials	**333,263**	**520,354**	**187,090**	
5000 - Services & Operations				
5100 Subagreements For Services	131,913	199,269	67,356	
5200 Travel & Conferences	18,386	12,255	(6,131)	
5210 Mileage Reimbursements	1,186	849	(337)	
5220 Lodging	-	-	-	
5300 Dues & Memberships	-	4,139	4,139	
5400 Insurance	1,598	-	(1,598)	
5500 Operations & Housekeeping	-	218	218	
5610 Facility Rents & Leases	-	6,700	6,700	
5620 Equipment Leases	30,658	905	(29,753)	
5630 Maintenance & Repair	850	509	(341)	
5800 Professional Services - Non - instructional	-	46,213	46,213	
5810 Legal	34,609	37,471	2,862	
5820 Audit & CPA	1,060	2,715	1,655	
5821 SPED Non-Severe SAI	-	-	-	
5822 SPED Non-Severe Speech/Lang	-	-	-	
5825 DMS Business Services	-	134,903	134,903	
5830 Non - Instructional Software Licenses/Fees	-	304	304	
5835 Field Trips	-	9,343	9,343	
5840 Advertising & Recruitment	-	26,705	26,705	
5841 Community Marketing	-	1,980	1,980	
5850 Oversight Fees	118,505	120,168	1,663	3% of revenue.
5860 Service Fees	6,122	3,956	(2,166)	
5865 Collaborative Shared Central Office	26,141	375,739	349,598	
5870 Livescan Fingerprinting	123,933	32	(123,901)	
5878 Student Assessment	-	9,650	9,650	

Excel Academy (Helendale)
2019-20 Unaudited Actuals
BUDGET DETAIL & PRIOR YEAR COMPARISON

Description	2019-20 Second Interim Budget	2019-20 Unaudited Actuals	Variance	Notes/Comments
5880 Instructional Vendors & Consultants	-	541,961	541,961	
5890 Misc Other Outside Services	3,000	-	(3,000)	
5895 Professional Development	-	1,402	1,402	
5900 Communications	320,471	512	(319,959)	
5910 Telephone	-	1,161	1,161	
5920 Internet	32,075	-	(32,075)	
5930 Postage	406,196	548	(405,648)	
5940 IT Services	-	1,289	1,289	
TTL Services & Operations	1,258,024	1,540,896	282,872	
TTL EXPENDITURES	4,292,121	4,645,069	352,947	
Revenues less Expenditures	403,470	(125,378)	(528,847)	
Beginning Fund Balance	1,357,635	385,402		
Net Revenues	403,470	(125,378)		
ENDING BALANCE	1,761,105	260,024		
ENDING BALANCE AS % OF OUTGO	41.0%	5.6%		

Agenda Item: 6.1   **Date:** September 14, 2020

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

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.

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

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

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-promise 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-promise 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

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

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.

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-promise 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-promise 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

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.

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.

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.

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

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

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

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 schoo-lwide 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-promise 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-promise 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.

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-promise 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-promise 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.