EXCELSIOR
CHARTER SCHOOLS

Student Handbook
2026 - 2027

HANDBOOK SUMMARY

We believe strong communication between home and school supports student success. This handbook is a shared guide for students, families, and staff outlining how we work together to create a safe, supportive, and engaging learning environment.

HOW TO USE THIS HANDBOOK

- Review this handbook to understand school-wide expectations and available resources.
- Use the Table of Contents to navigate directly to specific topics.
- To access the Annual Parent Notifications, please use the link below. The Annual Parent Notifications contain important information regarding student rights, district policies, and state and federal notifications provided to parents and guardians each school year.
  https://www.excelsior.com/parent-student-resources/parent-notifications
- Contact your school team if you need support or clarification—staff are here to help.

NON-DISCRIMINATION STATEMENT

Excelsior Charter Schools is committed to providing a safe school environment in which all individuals are afforded equal access and opportunities in education. Excelsior's academic and other educational programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, childbirth, or related medical conditions, parental status, physical or mental disability, medical condition, genetic information, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

Excelsior Charter Schools does not discriminate on the basis of sex in its education programs or activities and complies with Title IX of the Education Amendments of 1972. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity.

Excelsior Charter Schools assures that lack of English language skills will not be a barrier to admission or participation in school programs. The school also provides equal access to individuals with disabilities in accordance with applicable law.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying shall be investigated through the Uniform Complaint Procedures (UCP). Such complaints must be filed within six (6) months from the date the alleged discrimination occurred, or when the complainant first obtained knowledge of the facts, unless the time is extended by the school for good cause. A copy of the UCP policy and complaint procedures is available upon request and on the school's website.

Uniform Complaint Procedures (UCP) Contact:
Dale Lee, Assistant Superintendent of Adminisrative Services
15505 Civic Dr. Victorville CA 92392
dalel@excelsior.com
(760) 245-4262

CAMPUS INFORMATION

All Excelsior Charter School campuses are open Monday through Friday from 8:00 AM to 4:00 PM.

Barstow Campus
197 State Street, Barstow, CA 92311
Phone: (760) 255-2764 Fax: (760) 256-0193
Principal: Jennifer Van Norman

North Victorville Campus
18000 McCoy Circle, Victorville, CA 92394
Phone: (760) 245-4448 Fax: (760) 530-2082
Principal: LaNette Aleka

Victorville Campus
18422 Bear Valley Road, Building 11, Victorville, CA 92395
Phone: (760) 245-4262 Fax: (760) 245-4009
Principal: Dr. Sandy Sooter

Phelan Campus
4022 Phelan Road, Phelan, CA 92371
Phone: (760) 563-3980 Fax: (760) 868-0141
Principal: Steven Thompson

Ontario Campus
4550 Ontario Mills Parkway, Ontario, CA 91764
Phone: (909) 984-6800 Fax: (909) 984-6809
Principal: Danici Sammons

San Bernardino Campus
444 W. Rialto Avenue, San Bernardino, CA 92401
Phone: (909) 907-1013
Principal: Brian Lamers

Redlands Campus
1135-1145 Church Street, Redlands, CA 91762
Phone: (909) 895-8913
Principal: Michelia Lucas

Corona-Norco Campus
1400 Fullerton Avenue, Corona, CA 92879
Phone: (951) 547-7540
Principal: Fernando Chavez

STAY CONNECTED

Follow Excelsior Charter Schools on Social Media for school news, events, student highlights, and important announcements:

District Instagram:
@excelsiorcharterschools

Campus Instagram Pages:

Barstow Campus	**@excelsiorbarstowasb**
North Victorville Campus	**@excelsior_north**
Victorville Campus	**@excelsiorcharterschoolsvv**
Phelan Campus	**@excelsiorphelancampus**
Ontario Campus	**@excelsiorontario**
San Bernardino Campus	**@excelsiorcharterschoolsb**
Redlands Campus	**@excelsiorredlands**
Corona-Norco Campus	**@excelsior_coronanorco**

DEPARTMENT DIRECTORY

Central Office

15505 Civic Drive, Victorville, CA 92392
Phone: (760) 245-4262
Fax: (760) 780-4996 Records Fax: (951) 547-7550
Operating Hours: 8 AM - 4 PM

Superintendent	**Dr. Derek King**
Student Services	**Camren Jones, Assistant Superintendent**
Educational Services	**Lindsey Lee, Assistant Superintendent**
Administrative Services	**Dale Lee, Assistant Superintendent**
Business Services	**Alicia Anderson, Chief Financial Officer**
Special Education	**Rochelle Yatomi, Director**
Information Technology	**Jon McKinney, Director**
Human Resources	**Jessica Swierstra, Coordinator**

BARSTOW BELL SCHEDULE

EXCELSIOR CHARTER SCHOOLS
Together, Preparing Students to be Successful Adults

MONDAY BELL SCHEDULE

ALL STUDENTS LOG IN TO CANVAS AND COMPLETE WORK INDEPENDENTLY FROM HOME.

JUINOR HIGH REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM

JR LUNCH: 11:30 AM - 12:00 PM

JR PERIOD 4: 12:05 PM - 1:00 PM
PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

HIGH SCHOOL REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM
HS PERIOD 4: 11:35 AM - 12:30 PM

HS LUNCH: 12:30 PM - 1:00 PM

PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

OFFICE HOURS

MONDAY - FRIDAY 8:00 AM - 4:00 PM
(760) 255-2764

JUINOR HIGH MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM– 8:30 AM

Period 1: 8:35 AM – 9:05 AM
Period 2: 9:10 AM – 9:40 AM
Period 3: 9:45 AM – 10:15 AM

JR LUNCH: 10:20 AM – 10:50 AM

JR Period 4: 10:55 AM – 11:25 AM
Period 5: 11:30 AM – 12:00 PM
Period 6: 12:05 PM – 12:35 PM

HIGH SCHOOL MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

Period 1: 8:35 AM – 9:05 AM
Period 2: 9:10 AM – 9:40 AM
Period 3: 9:45 AM – 10:15 AM
HS Period 4: 10:20 AM - 10:50 AM

HS LUNCH: 10:55 AM - 11:25 AM

Period 5: 11:30 AM – 12:00 PM
Period 6: 12:05 PM – 12:35 PM

NORTH VICTORVILLE

BELL SCHEDULE

MONDAY BELL SCHEDULE

BREAKFAST: 7:30 AM – 8:00 AM

PERIOD 1: 8:05 AM – 9:50 AM
BREAK: 9:50 AM– 10:05 AM
PERIOD 1 (CONT.): 10:05 AM – 11:30 AM

LUNCH: 11:30 AM - 12:00 PM

PERIOD 2: 12:05 PM - 1:35 PM
BREAK: 1:35 PM– 1:50 PM
PERIOD 2 (CONT.): 1:50 PM – 2:30 PM

JUINOR HIGH REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM

JR LUNCH: 11:30 AM - 12:00 PM

JR PERIOD 4: 12:05 PM - 1:00 PM
PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

HIGH SCHOOL REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM
HS PERIOD 4: 11:35 AM - 12:30 PM

HS LUNCH: 12:30 PM - 1:00 PM

PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

OFFICE HOURS

MONDAY - FRIDAY 8:00 AM - 4:00 PM
(760) 245-4448

JUINOR HIGH MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM– 8:30 AM

Period 1: 8:35 AM – 9:05 AM
Period 2: 9:10 AM – 9:40 AM
Period 3: 9:45 AM – 10:15 AM

JR LUNCH: 10:20 AM – 10:50 AM

JR Period 4: 10:55 AM – 11:25 AM
Period 5: 11:30 AM – 12:00 PM
Period 6: 12:05 PM – 12:35 PM

HIGH SCHOOL MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

Period 1: 8:35 AM – 9:05 AM
Period 2: 9:10 AM – 9:40 AM
Period 3: 9:45 AM – 10:15 AM
HS Period 4: 10:20 AM - 10:50 AM

HS LUNCH: 10:55 AM - 11:25 AM

Period 5: 11:30 AM – 12:00 PM
Period 6: 12:05 PM – 12:35 PM

VICTORVILLE BELL SCHEDULE

EXCELSIOR CHARTER SCHOOLS
Together, Preparing Students to be Successful Adults

OFFICE HOURS
MONDAY - FRIDAY 8:00 AM - 4:00 PM
(760) 245-4262

MONDAY BELL SCHEDULE

ALL STUDENTS LOG IN TO CANVAS AND COMPLETE WORK INDEPENDENTLY FROM HOME.

JUINOR HIGH REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM

JR LUNCH: 11:30 AM - 12:00 PM

JR PERIOD 4: 12:05 PM - 1:00 PM
PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

HIGH SCHOOL REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM
HS PERIOD 4: 11:35 AM - 12:30 PM

HS LUNCH: 12:30 PM - 1:00 PM

PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

ADVISORY BELL SCHEDULE

(THURSDAY'S ONLY)

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM – 9:25 AM
PERIOD 2: 9:30 AM – 10:20 AM
ADVISORY: 10:25 AM – 10:50 AM
PERIOD 3: 10:55 AM - 11:40 AM
HS PERIOD 4: 11:45 AM - 12:30 PM

JR LUNCH: 11:40 AM - 12:10 PM
HS LUNCH: 12:30 PM - 1:00 PM

JR PERIOD 4: 12:15 PM - 1:00 PM
PERIOD 5: 1:05 PM – 2:00 PM
PERIOD 6: 2:05 PM – 3:00 PM

JUINOR HIGH MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM– 8:30 AM

Period 1: 8:35 AM – 9:05 AM
Period 2: 9:10 AM – 9:40 AM
Period 3: 9:45 AM – 10:15 AM

JR LUNCH: 10:20 AM – 10:50 AM

JR Period 4: 10:55 AM – 11:25 AM
Period 5: 11:30 AM – 12:00 PM
Period 6: 12:05 PM – 12:35 PM

HIGH SCHOOL MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

Period 1: 8:35 AM – 9:05 AM
Period 2: 9:10 AM – 9:40 AM
Period 3: 9:45 AM – 10:15 AM
HS Period 4: 10:20 AM - 10:50 AM

HS LUNCH: 10:55 AM - 11:25 AM

Period 5: 11:30 AM – 12:00 PM
Period 6: 12:05 PM – 12:35 PM

PHELAN BELL SCHEDULE

EXCELSIOR CHARTER SCHOOLS
Together, Preparing Students to be Successful Adults

OFFICE HOURS

MONDAY - FRIDAY 8:00 AM - 4:00 PM
(760) 563-3980

MONDAY BELL SCHEDULE

ALL STUDENTS LOG IN TO CANVAS AND COMPLETE WORK INDEPENDENTLY FROM HOME.

REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM

LUNCH: 11:30 AM - 12:00 PM

PERIOD 4: 12:05 PM - 1:00PM
PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM– 8:30 AM

PERIOD 1: 8:35 AM – 9:05 AM
PERIOD 2: 9:10 AM – 9:40 AM
PERIOD 3: 9:45 AM – 10:15 AM

LUNCH: 10:15 AM – 10:50 AM

PERIOD 4 : 10:55 AM– 11:25 AM
PERIOD 5: 11:30 AM – 12:00 PM
PERIOD 6: 12:05 PM – 12:35 PM

ONTARIO BELL SCHEDULE

EXCELSIOR CHARTER SCHOOLS
Together, Preparing Students to be Successful Adults

MONDAY BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 10:00 AM
PERIOD 2: 10:05 AM - 11:30 AM

LUNCH: 11:30 AM - 12:00 PM

JUINOR HIGH REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM

JR LUNCH: 11:30 AM - 12:00 PM

JR PERIOD 4: 12:05 PM - 1:00 PM
PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

HIGH SCHOOL REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM
HS PERIOD 4: 11:35 AM - 12:30 PM

HS LUNCH: 12:30 PM - 1:00 PM

PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

OFFICE HOURS

MONDAY - FRIDAY 8:00 AM - 4:00 PM
(909) 984-6800

JUINOR HIGH MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM– 8:30 AM

Period 1: 8:35 AM – 9:05 AM
Period 2: 9:10 AM – 9:40 AM
Period 3: 9:45 AM – 10:15 AM

JR LUNCH: 10:20 AM – 10:50 AM

JR Period 4: 10:55 AM – 11:25 AM
Period 5: 11:30 AM – 12:00 PM
Period 6: 12:05 PM – 12:35 PM

HIGH SCHOOL MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

Period 1: 8:35 AM – 9:05 AM
Period 2: 9:10 AM – 9:40 AM
Period 3: 9:45 AM – 10:15 AM
HS Period 4: 10:20 AM - 10:50 AM

HS LUNCH: 10:55 AM - 11:25 AM

Period 5: 11:30 AM – 12:00 PM
Period 6: 12:05 PM – 12:35 PM

SAN BERNARDINO

EXCELSIOR CHARTER SCHOOLS
Together, Preparing Students to be Successful Adults

BELL SCHEDULE

OFFICE HOURS

MONDAY - FRIDAY 8:00 AM - 4:00 PM
(909) 907-1013

MONDAY BELL SCHEDULE

ALL STUDENTS LOG IN TO CANVAS AND COMPLETE WORK INDEPENDENTLY FROM HOME.

REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM

LUNCH: 11:30 AM - 12:00 PM

PERIOD 4: 12:05 PM - 1:00PM
PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM– 8:30 AM

PERIOD 1: 8:35 AM – 9:05 AM
PERIOD 2: 9:10 AM – 9:40 AM
PERIOD 3: 9:45 AM – 10:15 AM

LUNCH: 10:15 AM – 10:50 AM

PERIOD 4 : 10:55 AM– 11:25 AM
PERIOD 5: 11:30 AM – 12:00 PM
PERIOD 6: 12:05 PM – 12:35 PM

REDLANDS BELL SCHEDULE

EXCELSIOR CHARTER SCHOOLS
Together, Preparing Students to be Successful Adults

MONDAY BELL SCHEDULE

ALL STUDENTS LOG IN TO CANVAS AND COMPLETE WORK INDEPENDENTLY FROM HOME.

JUINOR HIGH REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM

JR LUNCH: 11:30 AM - 12:00 PM

JR PERIOD 4: 12:05 PM - 1:00 PM
PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

HIGH SCHOOL REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM
HS PERIOD 4: 11:35 AM - 12:30 PM

HS LUNCH: 12:30 PM - 1:00 PM

PERIOD 5: 1:05 PM - 2:00 PM
PERIOD 6: 2:05 PM - 3:00 PM

OFFICE HOURS

MONDAY - FRIDAY 8:00 AM - 4:00 PM
(909) 895-8913

JUINOR HIGH MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM– 8:30 AM

Period 1: 8:35 AM – 9:05 AM
Period 2: 9:10 AM – 9:40 AM
Period 3: 9:45 AM – 10:15 AM

JR LUNCH: 10:20 AM – 10:50 AM

JR Period 4: 10:55 AM – 11:25 AM
Period 5: 11:30 AM – 12:00 PM
Period 6: 12:05 PM – 12:35 PM

HIGH SCHOOL MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

Period 1: 8:35 AM – 9:05 AM
Period 2: 9:10 AM – 9:40 AM
Period 3: 9:45 AM – 10:15 AM
HS Period 4: 10:20 AM - 10:50 AM

HS LUNCH: 10:55 AM - 11:25 AM

Period 5: 11:30 AM – 12:00 PM
Period 6: 12:05 PM – 12:35 PM

CORONA BELL SCHEDULE

EXCELSIOR CHARTER SCHOOLS
Together, Preparing Students to be Successful Adults

OFFICE HOURS
MONDAY - FRIDAY 8:00 AM - 4:00 PM
(951) 547-7540

MONDAY BELL SCHEDULE

ALL STUDENTS LOG IN TO CANVAS AND COMPLETE WORK INDEPENDENTLY FROM HOME.

ADVISORY BELL SCHEDULE

(WEDNESDAY'S ONLY)

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM – 9:25 AM
PERIOD 2: 9:30 AM – 10:20 AM
PERIOD 3: 10:25 AM – 11:10 AM
ADVISORY: 11:15 AM - 11:45 AM
PERIOD 4: 11:50 AM - 12:30 PM

LUNCH: 12:30 PM - 1:00 PM

PERIOD 5: 1:05 – 2:00 PM
PERIOD 6: 2:05 – 3:00 PM

REGULAR BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM - 9:30 AM
PERIOD 2: 9:35 AM - 10:30 AM
PERIOD 3: 10:35 AM - 11:30 AM
PERIOD 4: 11:35 AM - 12:30 PM

LUNCH: 12:30 PM- 1:00 PM

PERIOD 5: 1:05 - 2:00 PM
PERIOD 6: 2:05 - 3:00 PM

MINIMUM DAY BELL SCHEDULE

BREAKFAST: 8:00 AM – 8:30 AM

PERIOD 1: 8:35 AM – 9:05 AM
PERIOD 2: 9:10 AM – 9:40 AM
PERIOD 3: 9:45 AM – 10:15 AM
PERIOD 4: 10:20 AM – 10:50 AM

LUNCH: 10:50 AM – 11:25 AM

PERIOD 5: 11:30 AM – 12:00 PM
PERIOD 6: 12:05 PM – 12:35 PM

2026-2027 Excelsior Student Calendar - 177 days

July 2026

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

July — **Student Days: 0**

- 3 Independence Day (Observed)
- 1 - 31 Summer Break

August 2026

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

August — **Student Days: 15**

- 1 - 9 Summer Break
- **11 First Day of School**

September 2026

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

September — **Student Days: 21**

- 7 Labor Day

October 2026

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

October — **Student Days: 17**

- 12 - 16 Fall Break
- 23 Quarter 1 Ends
- 27 - 30 Minimum Day/Parent Conferences

November 2026

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

November — **Student Days: 15**

- 11 Veterans Day
- 23 - 27 Thanksgiving Break

December 2026

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

December — **Student Days: 14**

- 21 - 31 Winter Break

January 2027

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

January — **Student Days: 19**

- 1 - 2 1-2 New Year's Day/ Winter Break
- 15 Quarter 2 Ends
- 18 Martin Luther King Jr Day

February 2027

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

February — **Student Days: 18**

- 12 Lincoln's Birthday
- 15 President's Day

March 2027

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

March — **Student Days: 18**

- 19 Quarter 3 Ends
- 22 - 26 Spring Break
- 30 - 31 Minimum Day/Parent Conferences

April 2027

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

April — **Student Days: 21**

- 1 Minimum Day/Parent Conferences
- 2 Non-Student Day

May 2027

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

May — **Student Days: 19**

- 25 - 27 Minimum Day
- **27 Last Day of School**
- 31 Memorial Day

June 2027

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

June — **Student Days: 0**

- 1 - 30 Summer Break
- 18 Juneteenth Holiday (Observed)

Revised 6/3/2026

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SCHOOL OVERVIEW

Excelsior Charter School's Mission and Vision: "Together, Preparing Students to be Successful Adults!"

Excelsior Charter School's Motto is: "Make it Happen!"

Excelsior's Schoolwide Learner Outcomes have been developed through ongoing educational partner feedback. These schoolwide learner outcomes represent the goals Excelsior has for each and every student to meet by the time they graduate high school.

Students will be academically proficient Individuals who:
- Demonstrate critical thinking skills when solving problems.
- Demonstrate proficiency in grade level academic content.
- Demonstrate technology skills in order to achieve life goals.

Students will be involved, productive citizens who:
- Apply their knowledge and talents to improve the quality of life in their school, local, and global communities.
- Are prepared to enter college, vocational training, the military, or the work force.
- Take responsibility for personal well-being and success.
- Demonstrate respect for self and others.

Students will be effective communicators who:
- Clearly express ideas, opinions, and information using verbal, written, and creative expression.
- Develop effective communication and presentation skills in various collaborative and independent environments (professional, academic and interpersonal).
- Demonstrate proficiency in reading, writing, speaking, listening, interpersonal, and technology skills.

Excelsior Charter School is in the final year of working to achieve the following goals, as outlined in our Local Control and Accountability Plan (LCAP).

Goal 1: Conditions of Learning
Excelsior Charter Schools will provide clean campuses, access to technology, sufficient instructional materials, and appropriately credentialed teachers and support staff at all school sites in order to engage students in high-quality learning facilitated by a diverse, highly qualified staff.

Goal 2: Student Outcomes
Excelsior Charter Schools will provide a rich academic program grounded in equity based practices with measurable impact on middle and high school success indicators. This includes providing instructional support for English Learners (ELs), Special Education (SPED), Foster Youth (FY), Homeless (HL), Hispanic (HI), at risk students, and struggling learners.

Goal 3: Engagement
Excelsior Charter Schools will provide an equity-centered safe learning environment that supports a positive school climate through student and family engagement, student and staff success, and parent involvement.

School Model and Program Overview

Excelsior Charter Schools is a fully WASC Accredited school that offers flexible learning options for students in grades 7–12 that are designed to meet students where they are and support where they want to go.

Students can choose from a classroom-based learning program or a full-time supported independent study program, both of which combine live instruction, independent learning, and personalized support.

Our program includes:
- On-campus classes
- Live virtual classes
- Independent study

These options give students a balance of structure, flexibility, and support while staying connected to a school community.

Our full-time supported independent study program is designed for students who learn best from home. It combines live virtual classes with independent study, while still providing regular teacher support and access to all required coursework.

No matter the program, Excelsior focuses on helping students stay engaged, build confidence, and prepare for life after high school — whether that means college, career, or another pathway of their choice.

At Excelsior, school is built around you.

Every student receives personalized support based on how they learn best. Depending on the program, students regularly meet with a caring, credentialed adult who helps them stay on track, set goals, and plan for the future.

- Students in classroom-based programs meet with their school Counselor at least twice each year to review progress and future goals. These meetings include academic planning, course selection, graduation support, Personal Life Planning: college and career guidance, financial aid resources, and post-secondary planning. Your School Counselor can also provide short term individual and/or group counseling, social emotional support and skill development, crisis support, and conflict resolution. They also help coordinate support services with school staff and community partners.

Students in non-classroom-based programs meet with their Educational Advisor (a credentialed teacher) every four weeks to review progress on academics, goals, and college and career readiness. These meetings include academic planning, course selection, graduation support, Personal Life Planning: college and career guidance, financial aid resources, and post-secondary planning.

All students use Canvas, our online learning platform, to access classes, assignments, and learning resources. Canvas helps students stay organized, track their progress, and communicate with teachers across all subjects and grade levels. All students are issued a school Chromebook in order to access both content and assessments.

Excelsior teachers design lessons to be engaging, accessible, and challenging — making sure every student has the opportunity to succeed and meet our Schoolwide Learner Outcomes, no matter their background or learning style.

EDUCATIONAL SERVICES

The Educational Services Department is a collaborative team where students are at the heart of everything we do. Together, we inspire teaching excellence that fosters meaningful academic and personal growth for every student so they are prepared to pursue their bright, ambitious futures.

The Educational Services Department supports Excelsior campuses in in the following areas:

- Instruction and Assessments
- Curriculum and Instructional Materials
- State Testing
- Academic Tiered Supports
- Teacher Professional Development
- Special Education
- 504 Plans
- English Language Learner Supports
- WASC Accreditation
- Summer School
- Priority Registration
- Courses and specialized courses/programs
- Dual Enrollment and CCAP
- Academic Awards and Recognitions
- Retention and Promotion
- College and Career Readiness/Personal Life Planning
- Graduation Requirements

ACADEMIC PROGRAM EXPECTATION

Credits/Course Progress

Each student shall pass at least 220 credits of course work during 9th-12th grade, after completing the eighth grade. Remedial instruction in summer school can be provided for 7th through 12th grade students not making adequate progress towards the completion of graduation requirements (credits and proficiency). All credits are required to be verified for graduation. (Ed Code 51225.3)

Grade 9	< 30 Credit Completed
Grade 10	< 90 Credit Completed
Grade 11	< 150 Credit Completed
Grade 12	220 + Credit Completed

Board Policy Reference: 5004

Junior High Course Requirements and Promotion
Students are assigned a combination of the following course subjects to meet a total of 60 credits per year.To obtain a Certificate of Promotion from Junior High, students are expected to complete all assigned courses. The Excelsior Board policy on student retention and promotion will be used to meet individual students' needs.

JH Graduation Requirements		Years	Credits
Grade 7	Grade 8		
English- ELA 7	English- ELA 8	2	20
Mathematics- Math 7	Mathematics- Math 8	2	20
Science - Life Science	Science - Physical Science	2	20

Science - Life Science	Science - Physical Science	2	20
Social Science - World History	Social Science - United States History	2	20
Physical Education with Health	Physical Education	2	20
Elective Course	Elective Course	2	20
Total			**120**

High School Course Requirements

*For classes graduating prior to 2029
Below is the schedule of courses to be taken for each grade level. For a student to be classified in the next level, they must first complete the required courses in the previous grade level(s).

High School Graduation Requirements		
Grade	**Subject**	**Minimum Credits Needed**
9th grade- Freshman	English I Math Science World History Fine Art Elective Physical Education	**60**

10th grade- Sophomore	English II Math Science Foreign Language- Year 1 Physical Education w/ Health Elective	**60**
11th grade- Junior	English III Math Science (optional, but recommended) US History Foreign Language- Year 2 Electives (2 may be required)	**60**
12th grade- Senior	English IV Math (optional, but recommended) Science (optional, but recommended) Government- one semester Economics- one semester Elective (2 may be required)	**40**

Additional Graduation Requirements beginning with the Class of 2024, in order to graduate from High School a student must also complete at least one of the following:

- Complete the UC/CSU A-G requirements with a grade of C or better in all courses
- Complete a CTE Pathway of at least four semesters in the same pathway with a grade of C or better
- Complete at least two Dual Enrollment courses with a grade of C or better (does not include Physical Education or remedial courses)
- Complete an industry recognized certification

Total Credits	**220**

*California Education Code specifies that beginning with the graduating class of 2003-04 and each subsequent year, pupils must meet the following minimum graduation requirements for mathematics:
• Required in 9th, 10th, and 11th grade.
• Math Placement Test
• One or a combination of these courses must meet or exceed the rigor of the content standards for Algebra 1.

Board Policy Reference: 6011

High School Course Requirements
*For the class of 2029 and beyond
Below is the schedule of courses to be taken for each grade level. For a student to be classified in the next level, they must first complete the required courses in the previous grade level(s).

High School Graduation Requirements		
Grade	Subject	Minimum Credits Needed
9th grade- Freshman	English I Math Science World History Fine Art Elective Physical Education	60
10th grade- Sophomore	English II Math Science Foreign Language- Year 1 Physical Education w/ Health Elective	60

11th grade- Junior	English III Math Science (optional, but recommended) US History Foreign Language- Year 2 Electives (2 may be required)	60
12th grade- Senior	English IV Math (optional, but recommended) Science (optional, but recommended) Government- one semester Economics -one semester American Studies- one semester Personal Finance- one semester Elective (2 may be required)	40
Additional Graduation Requirements beginning with the Class of 2024, in order to graduate from High School a student must also complete at least one of the following: • Complete the UC/CSU A-G requirements with a grade of C or better in all courses • Complete a CTE Pathway of at least four semesters in the same pathway with a grade of C or better • Complete at least two Dual Enrollment courses with a grade of C or better (does not include Physical Education or remedial courses) • Complete an industry recognized certification		
	Total Credits	**220**

*California Education Code specifies that beginning with the graduating class of 2003-04 and each subsequent year, pupils must meet the following minimum graduation requirements for mathematics:
• Required in 9th, 10th, and 11th grade.
• Math Placement Test
• One or a combination of these courses must meet or exceed the rigor of the content standards for Algebra 1.

A–G College Eligibility Requirements

Students should not miss out on creating their opportunity to be eligible to attend a University of California (UC) or California State University (CSU) as a freshman!! To be eligible, students must complete the A–G college eligibility requirements.

The A–G requirements are one of the three primary requirements for UC admission. In addition to completing these courses, students must also meet GPA and testing/admissions criteria as determined by the university system.

At Excelsior, completion of the A–G requirements is also offered as one of the additional graduation pathway options, and it is a goal that is within reach for every student with proper planning and support.

What are the A–G Requirements?

Students must complete a sequence of 15 college-preparatory courses across specific subject areas:

- At least 11 of the 15 courses must be completed before the start of senior year
- Courses must be completed with a grade of "C" or better to meet eligibility

Each subject area is labeled with a letter (A–G) to identify the different course requirements (see table on the following page).

How Do Students Qualify?

To qualify for UC/CSU admission using the A–G pathway, students must:

- Complete all required A–G courses with grades of C or better
- Earn a qualifying GPA in A–G courses (as determined by UC/CSU guidelines)
- Meet any additional admission requirements established by the university system

Excelsior counselors and educational advisors work closely with students each year to ensure they are on track with their Personal Life Plan to include meeting A–G requirements.

The table below outlines the A–G subject area requirements and the number of courses needed in each category.

Courses: Academic, Non-Academic, A-G Course List
Academic Courses – These include all courses taken with the exception of those which count toward P.E. credits or general elective credits.

(Some examples include, but are not limited to, Math, English, Science, History, Fine Art, and Foreign Language.)

Non-Academic Courses – P.E. and Electives
A-G Course List - Courses listed below are A–G transferable to California public high schools and support UC/CSU admission requirements. Courses marked with an asterisk are site-specific offerings and may not be available at all campuses. Please check with your Counselor or Educational Advisor for availability. *

A-G Area	Subject Area	Approved Courses	Years Required
A	History / Social Science	World History (5101) United States History (5111) Economics (5122) Government (5123)	2
B	English	English I (2091) English II (2101) English III (2111) English IV (2121)	4
C	Mathematics	Algebra I (3101) Algebra II (3111) Financial Algebra (3109) Geometry (3904) Trigonometry (3123)	3+
D	Science	Biology I (4226) Chemistry (4117) Physics (4108) Environmental Science (4093)	2
E	Language Other Than English	Spanish I (3001) Spanish II (3002) Spanish III (3006)	2

F	Visual & Performing Arts	See approved course options below	1
G	College Preparatory Elective	See approved course options below	1

F — VISUAL & PERFORMING ARTS COURSES	
Course Code	**Course Title**
9901	Art History I
9960	Art I
9180	Art II
1912	Drama I
9880	Beginning/Intermediate Tap Dance *
9874	Intermediate Ballet/Lyrical Technique and Terminology *
9875	Advanced Dance *
9623	Choir 1 – Concert Choir *
9624	Choir 2 – Intermediate Show Choir *
9625	Choir 3 – Acapella Choir *
9627	Choir 4 – Advanced Show Choir *

7089	Broadcasting 1 *
7090	Broadcasting 2 *
9009	Beginning Photography *
9224	Yearbook
9120	Digital Photography & Publication *
9913	Guitar 1 – Beginning *
9914	Guitar 2 – Beginning *
9931	Jazz Ensemble *
9992	Symphonic Winds *
9555	Percussion *
9556	Modern Band *
9406	Beginning Band *
9410	Concert Band *
9405	Music Appreciation *
7789	Media Arts *
2120	Introduction to Fashion *
2117	Intermediate Fashion Design *
2118	Advanced Fashion Design *

G — COLLEGE PREPARATORY ELECTIVES	
Course Code	**Course Title**
7339	American Studies
7339	Personal Finance
5903	Psychology
2363	Service Learning Leadership 1
2364	Service Learning Leadership 2
4139	Geology
7241	Computers 1 *
7277	Video Game Design *
5464	Leadership ASB *
6896	Child Development
2110	Mythology
6905A	Foods
7909	Robotics I *
7911	Robotics II *
W26002	Weight Training *

Alternative Credits

The prescribed course of study may not accommodate the needs of some students. In these cases, Excelsior Charter Schools shall provide alternative means for the completion of prescribed courses in accordance with law.

Alternative means may include:

1. Practical demonstration of skills and competencies.
2. Work experience or other outside school experience.
3. Vocational education classes offered in high schools.
4. Courses offered by regional occupational centers or programs.
5. Credit earned at a post-secondary institution.

Partial Credits:
California Education Code Section 51225.2 requires schools to accept and issue partial credits for the following pupils: foster, homeless, former juvenile school court pupil, child of a military family, migratory, and pupils participating in a newcomer program; and enroll the youth in the same or equivalent courses as those enrolled in at the previous school.

Grading Overview and Scale

The following Board approved grading scale is used for progress reports and report cards.

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4
A	93-96	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3

C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	60-66	1
F	Below 60	0

"CR" for Credit earned - does not affect GPA calculation
"NC" for No Credit earned - does not affect GPA calculation

Curriculum: Canvas, Common Core, Health Education

Canvas
All students are required to actively engage in and complete coursework in Canvas, which serves as Excelsior's primary online learning platform. Students are responsible for regularly logging in to access lessons, assignments, announcements, discussions, and course materials. All quizzes and assessments are administered through Canvas unless otherwise directed by their teacher.

Students are expected to:
- Check Canvas regularly for assignments, due dates, and teacher communication.
- Complete and submit coursework by established deadlines.
- Use the platform in accordance with school expectations for academic honesty and digital citizenship.
- Monitor feedback and grades in Canvas to support academic progress.
- Contact their teacher or advisor promptly if they experience technical difficulties accessing coursework.

Consistent participation in Canvas is a required part of student success and meeting program expectations.

Board Policy Reference: 6003

Common Core
Excelsior's curriculum is aligned to California's academic standards, including the California Common Core State Standards and other state-adopted content standards. These standards are designed to help ensure students graduate prepared for success in college, career, and civic life.

The standards provide clear expectations for what students should know and be able to do in English Language Arts/Literacy and Mathematics, with an emphasis on critical thinking, problem solving, communication, and real-world application of skills. Additional state standards support instruction in areas such as science, history-social science, and other content areas.

California's statewide assessment system, including the California Assessment of Student Performance and Progress, measures student progress toward these standards and helps inform instruction and support.

For more information about California academic standards, families may visit the California Department of Education website or Achieve the Core at http://achievethecore.org.

Health Education
In accordance with the California Healthy Youth Act (Education Code 51930 et seq.), Excelsior Charter Schools provides age-appropriate, medically accurate, and inclusive comprehensive sexual health education and HIV prevention instruction at least once in junior high school and once in high school, as part of the Physical Education curriculum.

The purpose of this instruction is to provide students with the knowledge and skills necessary to:

- Protect themselves from unintended pregnancy and sexually transmitted infections (STIs), including HIV
- Develop healthy attitudes regarding adolescent growth and development, relationships, body image, gender roles, sexual orientation, marriage, and family
- Make informed, healthy choices and reduce high-risk behaviors
- Understand communication, consent, and healthy relationship skills in age-appropriate ways

Instruction is aligned with California law, based on medically accurate and objective information, and designed to support student health, safety, and well-being.

Excelsior Charter Schools respects the rights of parents/guardians to supervise their children's education and to impart personal values regarding human sexuality. Pursuant to Education Code sections 51240 and 51939, a parent/guardian may request in writing that their student be excused from participation in comprehensive sexual health and HIV prevention instruction. Students excused from this instruction will be provided an alternative educational activity.

Parents/guardians will be notified in accordance with law regarding this instruction and their rights to review instructional materials and request excusal.

For additional information, families may visit the California Department of Education website at https://www.cde.ca.gov

Board Policy Reference: 6009

Personal Life Plan: CCGI and FAFSA

When students see a connection between their education and their personal goals, they become active participants in shaping their own success. This process is reflected in each student's Personal Life Plan.

Excelsior's counselors, educational advisors, and teachers support students in developing and updating their Personal Life Plan each year using innovative, postsecondary-focused tools.

These tools include:

California College Guidance Initiative (CCGI):
Students access their free CCGI account through the Clever portal to explore career pathways, research colleges, monitor transcript progress, apply for financial aid, and complete college applications.

Use of CCGI is an essential component of the CSU Direct Admissions program. The platform provides valuable resources for all students—whether they plan to pursue college, enter the workforce, or enlist in the military.

To learn more about CCGI visit:
https://www.cacollegeguidance.org/

FAFSA (Free Application For Federal Student Aid):
FAFSA/CADA Requirements
Assembly Bill 469 requires that all 12th-grade students complete and submit the Free Application for Federal Student Aid (FAFSA), California Dream Act Application (CADAA), or the "opt-out" form prior to the end of the school year.

Completion of the FAFSA is necessary in order to qualify for federal student aid such as grants, work-study, and loans. In addition, many states and colleges (including California) use the FAFSA information to determine eligibility for state and school financial aid. Throughout the school year, Excelsior campuses will offer 12th-grade students and parents/guardians a variety of opportunities to obtain guidance and assistance with completing the FAFSA or CADAA through one-on-one meetings, small group meetings, and workshops facilitated by the counselors and representatives from local colleges and other institutions.

Per the new legislation, all 12th-grade students must provide proof that they have completed the FAFSA/CADAA or submitted the signed opt-out form. Each campus will send out information with instructions related to submitting proof of completion or the opt-out form.

To learn more information about the All in for FAFSA/ CA Dream Act Application initiative, visit www.csac.ca.gov/all-in

Access the financial aid applications through your CCGI account in Clever!
https://www.californiacolleges.edu/#/fafsa-signed-in

ATTENDANCE

Independent Study/Student Attendance
Independent study is substantially equivalent in quality and quantity to classroom instruction. To earn credit a student must complete assignments within the guidelines established by the Board Policy and dates listed on the Independent Study Written Learning Agreement.

Regular completion of course work/assignments and adherence to the Independent Study Written Learning Agreement is important for academic success. It is crucial that students complete assignments and course work on time, attend school on those days required, and engage in regularly assigned meetings with a designated Educational Advisor or attend scheduled Parent-Teacher Conferences.

Absences are defined as the inability or failure to complete and turn in assignments/coursework. An unexcused absence is defined as failure to complete the prescribed daily assignment without a written excuse from parent/guardian or modification by an authorized Excelsior staff member. According to the CA Compulsory Attendance Laws (EC 48200), parents and students are responsible for regular school attendance. This requirement applies to our Independent Study program regardless of the lack of requirement for physical site location attendance.

Repeated violations of the attendance policy will result in the engagement of the Student Tiered Reengagement Policy.

Board Policy Reference: 5001 & 5023

On-Campus and Zoom Attendance
Regular attendance is crucial for your student's educational progress, academic success and overall wellbeing. All on-campus and remote/zoom classes run Tuesday through Friday. Students must attend their scheduled on-campus and/or zoom class. Absences include both excused and unexcused.

Students are permitted no more than 5 absences per semester. Parents/guardians will be notified of student absences via Aeries notification. Parents/guardians will have 3 days to clear a student's absence. Absences not be excused within 3 school days (M-F) will remain unexcused.

Tardies
Please be on time for your scheduled on-campus or zoom classes. Three tardies will result in one absence. Parents/guardians will be notified of tardies via Aeries notification.

Excusing Absences
Please contact your campus office to report and excuse any absences so they can be properly documented. Staying in communication with the school helps ensure accurate attendance records and supports your student's success. We also encourage families to review attendance regularly and discuss any concerns during meetings with your student's counselor or Educational Advisor.

Attendance Support Process

- After 5 absences in a class:

A school administrator or designee will contact the parent/guardian to discuss the situation and identify ways to support your student's regular attendance.

- After 10 absences:

A meeting will be scheduled with the parent/guardian and counselor to review ongoing challenges and develop a plan to support your student's educational needs.

- After 15 absences:

A Student Study Team (SST) meeting will be held with the parent/guardian, student, counselor, and administration (or designee) to determine appropriate supports and placement options through the Tiered Re-Engagement process.

The school may review and evaluate a student's attendance at any time, taking into account the reasons for absences, communication with the family, and any other factors that may affect the student's educational experience. Our goal is to partner with families to provide the support students need to be successful and maintain positive attendance habits.

On-Campus Class Enrollment & Waitlist

Excelsior is committed to providing a flexible and supportive learning environment for all students. Please note that on-campus classes have limited space and are based on availability due to class size and course demand.

When a class reaches capacity, enrollment is determined by a priority registration system based on enrollment date to ensure fair and equitable access for all students.

If a student is unable to enroll in an on-campus class:

- The student will be placed in an independent study course with support from a credentialed teacher and an Educational Advisor
- The student will also be enrolled in a Zoom class (for Math and English) to continue receiving structured instruction
- The student will be placed on a waitlist for the requested on-campus class

If a space becomes available:

- The school will contact the parent/guardian by phone
- Families will have 48 hours to respond to accept the placement
- Once confirmed, the school will provide a start date and updated schedule

Within 24 hours of the student's start date:

- The student's schedule will be updated in Aeries
- Access to the new course in Canvas will be available, including teacher contact information and course details
- Grades from the previous course will be transferred to the new class

Movement from the waitlist into on-campus classes occurs throughout the term as space becomes available.
Please note that transfers into on-campus classes will not occur during the last two weeks of a quarter or semester.

Tiered Re-Engagement

Excelsior Charter Schools is committed to supporting student success through a variety of learning options, including classroom-based, hybrid, and independent study programs. As part of this commitment, the school follows a Tiered Re-Engagement Plan, in alignment with state law and Board Policy, to support students who are not consistently participating or making satisfactory progress.

This plan is designed to identify student needs early and provide increasing levels of support to help students re-engage in their learning.

When the Plan is Used
The Tiered Re-Engagement Plan may be implemented when:

- A student is not participating regularly in instruction (in-person or virtual)
- A student is missing a significant amount of instructional time
- A student is not making satisfactory academic progress
- A student is not meeting the expectations outlined in their Independent Study Written Agreement

The Tiered Re-Engagement Plan applies to all instructional settings, including on-campus classes, Zoom instruction, and independent study. No matter the instructional setting, the goal remains the same: to support consistent participation and academic success.

Regular attendance and participation are required under California compulsory education laws. If a student is unable to meet these expectations and does not re-engage with support, additional actions may be required in accordance with state law and Board Policy.

Our Commitment
Our goal is to work in partnership with families to support student success. We are committed to providing early communication, meaningful support, and clear next steps so that every student has the opportunity to stay engaged and succeed.

Tiered Reengagement Plan
(Classroom Based Instruction)
Tier 1: After (5) or more excused or unexcused absences within a school year, the course teacher shall complete the following:

(1) Verify pupil's current contact information; (2) Notify parent or guardian of nonattendance or nonparticipation; (3) Develop a plan for outreach to determine the pupil needs; and (4) Require a parent/guardian and student conference to review a pupil's independent study agreement. EC sections 51747(d) and 51749.5(a)(8)(C) and review/acknowledge plan to reengage pupil based upon pupil needs.

Tier 2: If the student fails to participate in the conference, and / or if (5) or more additional excused or unexcused absences within the school year occur, Excelsior will mail to parent/guardian the intervention letter to develop an SST Student Support Team asking for the parent's/guardian's help with their student's attendance and participation by developing Student Support Plan with the Student's Teacher and Counselor.

Tier 3: If the student fails to participate in the Student Support Plan, and / or if (5) more additional excused or unexcused absences within the school year occur, it will be recognized that the school has exhausted all resources and the student will be referred to their district of residence. All students referred to their district of residence will need to enroll immediately to avoid truancy.

Synchronous Based Instruction
Tier 1: After (5) or more excused or unexcused absences within a school year, the synchronous course teacher shall complete the following:

(1) Verify pupil's current contact information; (2) Notify parent or guardian of nonattendance or nonparticipation; (3) Develop a plan for outreach to determine the pupil needs; and (4) Require a parent/guardian and student conference to review a pupil's independent study agreement. EC sections 51747(d) and 51749.5(a)(8)(C) and review/acknowledge plan to reengage pupil based upon pupil needs.
Tier 2: If the student fails to participate in the conference, and / or if (5) or more additional excused or unexcused absences within the school year occur, Excelsior will mail to parent/guardian the intervention letter to develop an SST Student Support Team asking for the parent's/guardian's help with their student's attendance and participation by developing Student Support Plan with the Student's Teacher and Counselor.

Tier 3: If the student fails to participate in the Student Support Plan, and / or if (5) more additional excused or unexcused absences within the school year occur, it will be recognized that the school has exhausted all resources, and the student will be referred to their district of residence. All students referred to their district of residence will need to enroll immediately to avoid truancy.

Course Based Independent Study Instruction

Tier 1: After (5) consecutive days of incomplete work submission within one or more courses, the courses, the course teacher(s) shall complete the following:

(1) Verify pupil's current contact information; (2) Notify parent or guardian of nonparticipation and missing work submission; (3) Develop a plan for outreach to determine the pupil needs; and (4) Require a parent/guardian and student conference to review a pupil's independent study agreement. EC sections 51747(d) and 51749.5(a)(8)(C) and review/acknowledge plan to reengage pupil based upon pupil needs.

Tier 2: If the student fails to participate in the conference, and / or if (5) or more additional consecutive days of incomplete work submission within the school year occur, Excelsior will mail to parent/guardian the intervention letter to develop an SST Student Support Team asking for the parent's/guardian's help with their student's work completion and participation by developing Student Support Plan with the Student's Teacher and Counselor.

Tier 3: If the student fails to participate in the Student Support Plan, and / or if (5) more consecutive days of incomplete work submission within the school year occur, it will be recognized that the school has exhausted all resources and the student will be referred to their district of residence. All students referred to their district of residence will need to enroll immediately to avoid truancy.

The Tiered-Re-engagement policy supports CA compulsory education law for all youth ages 6 through 17 mandates your child's attendance as well as our response for excessive absenteeism/truancy. All Excelsior Charter School attendance policies follow California's Compulsory Education policies as written in Education Codes section(s) 48321-48325. Any family that fails to comply with California's Compulsory Education laws is subject to the mandated action of the tiered re-engagement process and being referred to their school district of residence for SARB action if unable to re-engage in the Written Learning Requirements of Excelsior Charter School.

Board Policy Reference: 5023

ASSESSMENTS AND TESTING

State Testing Overview

California State Assessments (CAASPP)
California state assessments help schools, students, and families understand how students are progressing academically and physically, and how well they are prepared for college, career, and lifelong success. The California Assessment of Student Performance and Progress (CAASPP) is California's statewide assessment system designed to measure student progress toward state academic standards. As a school of choice, Excelsior Charter Schools relies on CAASPP scores as part of the ongoing improvement and charter renewal process. CAASPP scores demonstrate Excelsior's strengths to the state, county, and community on an annual basis. CAASPP participation and scores build the foundation for schools of choice the opportunity to serve their local community.

Depending on grade level, students may participate in the following assessments:

- Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics. Required for grades 7th, 8th, and 11th.
- California Science Test (CAST): Measures student understanding of the California Next Generation Science Standards. Required for grade 8 and one time in high school.
- Physical Fitness Test (PFT): Assesses student fitness levels and promotes lifelong health and wellness. Required for grades 7th and 9th.

Why are State Assessments Important?

State assessments provide valuable information to:

- Measure student progress toward academic standards
- Identify strengths and areas where additional support may be needed
- Inform curriculum, instruction, and school improvement efforts
- Support college and career readiness preparation
- Promote student awareness of academic and physical health progress

CAASPP results are not used as course grades, but they provide important information that helps Excelsior better support student learning and overall development. Excelsior encourages all eligible students to participate in state testing as part of our shared commitment to student success. For more information about state assessments and the importance of participation, families may visit the California Department of Education website.

English Language Proficiency Assessments for California (ELPAC)
The required English Language Proficiency Assessments for California measures English language proficiency for students whose primary language is identified as a language other than English, as required by state and federal law. The ELPAC assesses students' skills in: listening, speaking, reading, and writing.

Students identified as English Learners are required to participate in annual ELPAC testing until they meet criteria for reclassification.
Ask your school counselor for information regarding reclassification criteria.

ELPAC results help schools: Identify students who may need language support services, monitor progress in English language development, and inform instruction and support for multilingual learners.

State and federal laws, including the Every Student Succeeds Act (ESSA), require schools to assess and support English learners to ensure equitable access to education.
For more information, families may visit the California Department of Education website at https://www.cde.ca.gov. Participation in required state assessments is an important part of Excelsior's educational program and supports school accountability, program improvement, and student success.

Board Policy Reference: 6001

Course Testing and Assessment

All courses that award grades and credit include required assessments designed to measure student learning and progress. These assessments may be formative to monitor ongoing learning, or summative to evaluate mastery of content.

The assessments may take a variety of forms, including tests, quizzes, projects, presentations, and other assignments.

These assessments are an essential part of the learning process. They help teachers evaluate student understanding, provide feedback, and ensure that students meet course expectations and academic standards.

Academic integrity is expected at all times. Cheating or plagiarism on any assessment will not be tolerated and will result in a grade of "0" for that assessment. Additionally, failure to complete or submit a required test or assessment will also result in a grade of "0." These "0" grades may result in a failed grade for that course. All assessment grades are posted in the Canvas gradebook.

Students are encouraged to reach out to their course teacher with any questions, concerns, or requests for support related to assessments.

Board Policy Reference: 6001

Math Placement Test

Excelsior Charter Schools is committed to providing a rigorous mathematic program for students to prepare them for college and their future. The governing Board acknowledges the importance of accurate placement of students in courses that are challenging and appropriate. Fair and appropriate mathematics placement will be overseen by the Superintendent or designee.

During the transition from 8th to 9th grade, and or transitioning into grade's 9th –12th at Excelsior Charter Schools, the subsequent standards and qualifications will be utilized for a student's placement in mathematics classes:

Multiple objective academic measures will be utilized, such as, but are not limited to:

- All entering Freshman will take an internal mathematics placement assessment:
  - Current 8th Grade students will take the assessment in Spring of 8th Grade.
  - Incoming Freshman will take the assessment within 14 days of enrolling with Excelsior Charter School.
- Principal/ Teacher recommendation based upon review of student's current transcript.
- Examination and consideration of mathematics assessment score on the California Assessment of Student Performance and Progress (CAASPP) exam.

Students are placed in a math class based on the courses they have taken in junior high school and in accordance with the above standards and qualifications. Within the first month (30 calendar days), students will be given an assessment as a "check point" to ensure accurate placement. If a student is found to be inappropriately placed within the first month, then resources will be provided to the student and his or her family with options to remedy the placement concerns.
Annually the Superintendent or their designee will review Math performance data to ensure that pupils who are qualified to progress in mathematics courses are based solely on their performance. No student will be held back based on their race, ethnicity, gender, or socioeconomic background.
Education Code:
California Senate Bill No. 359, Chapter 508

Board Policy Reference: 6006

STUDENT RECOGNITION AND AWARDS

Academic Awards

Junior High Honor Roll
Honor Roll: This is composed of students who have a weighted academic GPA of 3.0 through 3.79 while taking a minimum of four core courses in the 7th and 8th grades.

Principal's Honor Roll: This is composed of students who have a weighted academic GPA of 3.8 through 4.0 and above while taking a minimum of four core courses in the 7th and 8th grades.

High School Honor Roll
Honor Roll: This is composed of students who have an Academic GPA of 3.0 through 3.79.

Principal's Honor Roll: This is composed of students who have an Academic GPA of 3.8 through 4.0 and above.

Academic Letter
The Academic Letter is awarded to Sophomores, Juniors or Seniors who meet the criteria below. To obtain your Academic Letter, you must complete an application. Your front office can assist you in obtaining the application.
Criteria:

- 9th and 12th grade: To have a minimum Academic GPA of 3.5 while taking a minimum of three core classes.
- 10th and 11th grade: To have a minimum Academic GPA of 3.5 while taking a minimum of four core classes.
- The student must have been an Excelsior student for at least two semesters.
- The student must complete an application, which includes having a staff sponsor.

Eagle Patch
The Eagle Patch is awarded to Seniors who meets all the criteria below. To obtain your Eagle Patch, you must complete an application. Your front office can assist you in obtaining the application.

Criteria:

- Students having maintained an Academic GPA of 3.8 or higher for seven semesters of high school (9th, 10th, 11th and first semester of 12th grade)
- Been an Excelsior student for at least two semesters.
- Filled out an application, which includes having a staff sponsor.

Star Patch
The Star Patch is awarded to students who attain the same academic level as outlined above in the Academic Letter, for each succeeding semester. Once a student has received the Academic Letter, the student must apply for each subsequent semester to receive the star patch.

Note: *A student may earn 1 Academic Letter, 1 Eagle Patch, and 6 Stars during the four years of High School.*

Senior Awards

Golden State Seal of Merit Diploma
Per California Education Code sections 51450–55, each LEA that confers high school diplomas is required to maintain appropriate records in order to annually identify graduating seniors who have earned a Golden State Seal Merit Diploma (GSSMD) and to affix the GSSMD insignia (seals) to the diploma and transcript of each qualifying student.

The GSSMD is awarded jointly by the State Board of Education (SBE) and the State Superintendent of Public Instruction. GSSMD eligibility requirements currently include a combination of course grades, results from assessments produced by private providers or local educational agencies (LEAs), and/or qualifying Smarter Balanced Summative Assessment scores.

To be eligible for the GSSMD, students (1) must be eligible to receive a high school diploma; and (2) must have demonstrated the mastery of the curriculum in at least six subject areas, as follows:

1. English language arts/literacy (ELA)—students must have earned one of any of the following:
   a. A grade of B+ or above (or numerical equivalent) each semester of a single course completed in grades nine, ten, or eleven
   b. An achievement level of “Standard Met” or above for the high school Smarter Balanced Summative Assessment taken in grade eleven
2. Mathematics—students must have earned one of any of the following:
   a. A grade of B+ or above (or numeric equivalent) each semester of a single course completed in grades nine, ten, or eleven
   b. An achievement level of “Standard Met” or above for the high school Smarter Balanced Summative Assessment taken in grade eleven
3. Science—students must have earned one of any of the following:
   c. A grade of B+ or above (or numeric equivalent) each semester of a single course completed in grades nine, ten, or eleven
   d. An achievement level of "Standard Met" or above for the high school California Science Test taken in grade ten or eleven

4. U.S. history—students must have earned one of any of the following:

   a. A grade of B or above (or numerical equivalent) on completion of the required U.S. history course (each semester)
   b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or LEA

5. Two additional subject areas—students may choose from any of the following:

   a. Any additional qualifying grade or score listed above earned for the subject of ELA, mathematics, science, or U.S. history and not already used to meet eligibility
   b. A grade of B or above (or numerical equivalent) upon the completion of high school courses in other subjects
   c. A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or LEA.

For additional information visit:
https://www.cde.ca.gov/ta/tg/ca/gssmdeligibility.asp

State Seal of Civic Engagement (SSCE)
Excelsior Charter Schools offers students the opportunity to earn the State Seal of Civic Engagement (SSCE), a recognition awarded by the State of California to students who demonstrate civic knowledge, leadership, and a commitment to improving their communities.

To qualify, students must be in good academic standing, demonstrate an understanding of democratic principles and government, and participate in one or more civic engagement projects that address real-world issues and include investigation, action, and reflection. Students must also complete a brief reflection demonstrating civic knowledge and responsibility.

Students who meet the requirements will be awarded the State Seal of Civic Engagement to place on their diploma. Students who are interested should contact their School Counselor for more information.

State Seal of Biliteracy
The California State Seal of Biliteracy is a prestigious recognition awarded by the State of California to graduating seniors who demonstrate high levels of proficiency in English and one or more additional languages.

To qualify, students must demonstrate strong academic performance in English and show proficiency (reading, writing, listening, and speaking) in another language through coursework or an approved language assessment. English Learners must also meet the state English language proficiency requirement on the summative English Language Proficiency Assessment for California (ELPAC).

Students who meet the requirements will have the State Seal of Biliteracy noted on their high school diploma and transcript and will be recognized at graduation. Families interested in learning more should contact their School Counselor.

Academic Honors

Class rank is determined at the conclusion of Semester 1 each academic year. To be included in the class rank calculation, all college transcripts must be submitted by the last day of Semester 1. Transcripts received after this deadline will not be considered in the class rank calculation for that academic year.

Valedictorian & Salutatorian
Valedictorian will be selected based on the following:

- Students must submit their official college transcripts, which will be reviewed as part of the process for determining Valedictorian and Salutatorian eligibility.
- Student's weighted academic GPA in 7 semesters of high school (9th, 10th, 11th and the first semester of 12th grade).
- Students being considered for Valedictorian must have successfully completed all of the UC, A-G requirements or the college equivalent.
- Students being considered for Valedictorian and Salutatorian must have been enrolled at Excelsior for a minimum of five semesters (which can include both semesters of 12th grade).
- The student with the highest weighted academic GPA who has met all the other requirements will be the Valedictorian.
- The student with the next highest academic GPA who has met all the other requirements will be the Salutatorian.

The Superintendent or Designee will designate the official Valedictorian & Salutatorian

The following tie-breaking criteria may be used in successive order to select the school's Valedictorian:

- Student who earns the highest score on their SAT/ACT test.
- Students who earn the highest scores on their 11th grade Math and ELA CAASPP scores.
- If a tie still exists the students will be named as co-Valedictorians.

Academic Honors & Cords
Valedictorian and Salutatorians: Students who earn Valedictorian or Salutatorian are awarded Valedictorian and Salutatorian gold sashes to wear at the graduation ceremony.

Distinguished Academic Honors Gold Sash: Students who earn a cumulative Academic GPA of 3.8 or higher in grades 9th-11th and 1st semester of 12th grade will be awarded an Honors Sash to wear during the graduation ceremony.

Academic Honors Gold Cord: Students who earn a cumulative Academic GPA of 3.0-3.79 in grades 9th- 11th and 1st semester of 12th grade will be awarded an Honors Cord to wear during the graduation ceremony.

Additional Recognition Cords
Additional cord recognitions is determined at the conclusion of Semester 1 each academic year. To be included in the cord eligibility determination, all college transcripts must be submitted by the last day of Semester 1. Transcripts received after this deadline will not be considered in the class rank calculation for that academic year. Additional cord eligibility (except longevity) is based on the first seven semesters of high school, 9th-11th and the 1st semester of 12th grade.

Excelsior graduates are recognized with following recognition cords when meeting the required criteria listed below.

Activity	Cord Color	Criteria
ASB	Silver	Student must be enrolled in ASB for three years with a passing grade each year.
A-G Completion	Lime Green	Student must have completed all high school requirements to be an A-G completer.
Athletics	Black and Blue	Student must be an Excelsior athlete in at least one sport per year for 3 years.
Band	Blue and White	Student must be enrolled in Band for three years with a passing grade each year.
Broadcasting	Sage Green	Student must be enrolled in Broadcasting for three years with a passing grade each year.
Choir	Red and White	Student must be enrolled in Choir for three years with a passing grade each year.
Cosmetology	Wedgewood	Student must complete required 1,000 hours for the Cosmetology program.
Dance	Pink and White	Student must be enrolled in Dance for three years with a passing grade each year.

Dual Enrollment	Green	Students who have completed and passed 2 or more college classes during their 9-12th grade years. These courses must be completed by the end of semester 1 of their senior year.
English Language Learner Proficiency	Blue	Students with state seal of biliteracy or students that pass the ELPAC with a 4 and are reclassified.
Fashion	Cardinal	Student must be enrolled in Fashion for three years with a passing grade each year.
Guitar	Purple	Student must be enrolled in Guitar for three years with a passing grade each year.
Intramural Sports	Crimson	Student must participate for three years.
Longevity	White	Longevity 7-12 Grade: Students who were enrolled with Excelsior continuously beginning Fall of 7th grade through 12th grade graduation.
Robotics	Teal	Student must be enrolled in Robotics for three years with a passing grade each year.
Yearbook	Black and Silver	Student must be enrolled in Yearbook for three years with a passing grade each year.

PROMOTION, RETENTION, JUNIOR HIGH PROMOTION, AND GRADUATION

Most students will make regular progress through the grades and participate in educational programs designed for their age and maturity. See the “Credits/Course Progress” section of this handbook for reference of expected/required progress. However, individual circumstances may indicate a need for acceleration or retention. Factors to be considered in determining grade placement should include the educational progress of the individual student, age, physical and/or social maturation, and mental ability. The decision-making process to establish grade placement should involve the pupil, principal, parent, teacher(s) and other school personnel.

Students are expected to progress through each grade within one school year. To accomplish this, instruction should:

- Accommodate the varying interests and growth patterns of individual students
- Include strategies for addressing academic deficiencies when needed
- Demonstrate student growth in learning
- Meet grade-level state standards of expected student achievement.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into the next grade level. The student's social and emotional growth will also be taken into consideration when making this determination.

Progress toward high school graduation shall be based on the student's ability to pass the courses necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements set by the Governing Board.

As early as possible in the school year and in student's school careers, the Superintendent or designee shall identify students who should be retained and/or who are at risk of being retained in accordance with education law and board policy. When a student is identified as being at risk of retention, the site principal or designee shall notify the student's parent or guardian at the following times:

- Within the first 30 days of the school year
- By the end of Quarter1

On the report card at the end of each semester
By the end of Quarter 3
The counselor's evaluation shall be provided and discussed with the student's parent/guardian and principal at an academic contract meeting before any final determination of retention or promotion. The principal shall also provide a copy of the school's promotion/retention policy to those parents/guardians who have been notified that his/her child is at risk of retention.

High School Graduation
Students shall receive diplomas of graduation from Excelsior only after completing the prescribed course of study, credit requirements, and meeting the standards of proficiency established by Excelsior and the State of California (see Student Handbook Educational Services/High School Graduation Requirements).

Students purchase a cap, gown, and tassel to wear at graduation. If a student chooses not to purchase a graduation cap and gown, the school will provide the student a loaner cap, gown and tassel for wear during graduation ceremony. The student will be responsible for returning the loaner cap, gown and tassel immediately after the graduation ceremony or the will be charged $40.00. Please contact your school Principal or the Student Services Department at the District Office for information regarding the loaner cap and gown. For students experiencing homelessness or foster care and need financial assistance, please contact your Principal Student Services Department at the District Office. Students may only participate in the commencement ceremony if they have completed a minimum of 210 required credits and have signed up with their school counselor or Principal for summer school to complete any remaining required credits to receive a high school diploma. High school diplomas are mailed directly to students after commencement.

Board Policy Reference: 5017

ACADEMIC INTEGRITY

Plagiarism and Cheating

Maintaining academic integrity is essential to ensuring fairness, trust, and meaningful learning for all students. Excelsior Charter Schools is committed to upholding the highest standards of academic integrity. All students are expected to demonstrate honesty and responsibility in their academic work.

Students are prohibited from engaging in the following:
- Cheating
- Plagiarism
- Forgery

Any student found participating in these activities is subject to one or more of the following consequences:
- Receiving a grade of zero on an assignment or assessment
- Receiving a failing grade on an assignment, test, or quiz
- Receiving a failing grade in the course

Consequences will be determined by the course instructor in collaboration with school administration.

Cheating
Cheating undermines the purpose of learning and prevents students from demonstrating their true understanding. It may also unfairly impact other students. Unless otherwise stated by the teacher, all assignments are expected to be completed independently. Please review the Student Use of AI Policy in this handbook.

Examples of cheating include, but are not limited to:
- Copying or allowing others to copy assignments
- Using unauthorized assistance during tests or quizzes
- Giving or receiving answers during assessments
- Taking credit for group work without contributing appropriately
- Accessing or previewing test materials prior to administration
- Possessing, sharing, or distributing test or quiz materials

Plagiarism
Plagiarism is the use of another person's words, ideas, or work without proper credit. Developing the ability to express original ideas is essential for academic success. All assignments must be completed in the student's own words, and any outside sources must be properly cited.

Examples of plagiarism include, but are not limited to:

- Submitting another person's work as your own
- Copying or rephrasing ideas without proper citation
- Using work created by others (including tutors, friends, or family members)
- Submitting purchased or downloaded papers
- Submitting work from the internet without attribution
- Allowing others to copy your work
- Reusing your own previous work without teacher approval (self-plagiarism)
- Misuse of artificial intelligence tools as outlined in the Student Use of AI Policy

Forgery

Forgery involves falsifying or misrepresenting information or signatures on school documents. Many school documents require a parent or guardian signature and may become part of a student's official record. It is essential that all documents contain valid and authentic information.

Examples of forgery include, but are not limited to:

- Signing a parent/guardian's name without permission
- Altering school documents or records
- Submitting falsified information or documentation

Forgery is a serious violation and may result in disciplinary action. See the discipline section of the handbook.

Student Internet Safety Policy and Responsibility Use Agreement

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. Excelsior Charter Schools ("Excelsior") provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, Excelsior believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

Excelsior has developed and adopted this Policy to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of Excelsior. This Policy sets forth student responsibilities and duties when accessing and using the Internet through Excelsior equipment and resource networks and when using email accounts maintained by Excelsior.

Excelsior has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Excelsior equipment and resource networks. Excelsior stresses that an inappropriate use does not always mean that the use is "bad" or illegal, but only that the use does not further the educational goals and purposes of Excelsior.

Technology Protection Measures
In addition to the policies below, Excelsior will use technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography, or—with respect to use by minors—harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse, and using a spam filter. Excelsior filters all internet traffic where inappropriate content is blocked by a firewall or software system which monitors individual student user accounts and activity. Internet traffic is monitored for inappropriate content as well as for illegal activities such as hacking and information theft.

Filter Exceptions. The technology protection measure may be disabled or minimized by an authorized administrator only for bona fide research or other lawful purposes by adults, or in limited educational circumstances for minors with documented approval from the Principal or Superintendent (or designee). All exceptions shall be logged with the date, user, reason, and duration of the exception.

Education on Internet Safety and Appropriate Online Behavior
In addition to providing physical measures to protect student internet usage, Excelsior also provides education through regularly held assemblies and workshops regarding internet safety and cyberbullying. Internet safety regarding appropriate behavior on social networking sites, chat rooms, and other internet services is incorporated into mandatory assemblies held each year. Students are reminded that their use of Excelsior equipment and resource networks reflects upon Excelsior, and students should guide their activities accordingly. Age-appropriate instruction on digital citizenship, online safety, and cyberbullying awareness and response is provided in alignment with recognized standards.

Monitoring and Student Privacy
All internet traffic on school-managed devices and accounts is monitored, including through third-party services such as Lightspeed Alert and Lightspeed Filter. Monitoring occurs for safety, security, and compliance purposes, including during off-hours (midnight–6am) when safety flags are triggered. Excelsior staff may monitor student access by turning screens so they are visible. Excelsior also reserves the right to access stored computer records to ensure compliance with this Policy. Student is made aware that any communication over Excelsior-owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

1. Routine system maintenance.
2. General inspection or monitoring, with or without notice to Student, if there is suspicion of inappropriate use.
3. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

Definitions

- For purposes of this Policy, the following terms shall have the meanings set forth in the Children's Internet Protection Act (CIPA) and applicable FCC regulations: "minor," "obscene," "child pornography," "harmful to minors," and "technology protection measure." An "inappropriate use" is one that is inconsistent with an educational purpose or that is in clear violation of Excelsior policy.

Student Responsibilities

1. Use Limited to an Educational Purpose

The student acknowledges that access to the Internet via Excelsior equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The student recognizes that they have a duty to use Excelsior equipment and resource networks only in a manner specified in this Policy.

a. Educational Purpose. "Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, Excelsior-approved personal research activities, or other purposes as defined by Excelsior from time to time.
b. Inappropriate Use. An "inappropriate use" is one that is inconsistent with an educational purpose or that is in clear violation of Excelsior policies.

2. Plagiarism

Researching information and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student's original work. Student agrees that when quoting from information obtained on the Internet, student will acknowledge the source through quotation or any academically accepted form of notation. For further information, please see the "plagiarism/cheating" section of this handbook.

3. Copyright

Student agrees that student will not use Excelsior equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by Excelsior and the owner of the copyrighted material.

4. Communication and Online Safety

Student agrees that student will use Excelsior equipment or resource networks or Excelsior email accounts in the following manner:

c. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.

d. Student will not at any time use speech that is inappropriate for an educational setting. Examples of speech that are inappropriate for an educational setting. includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
e. Student will not make threats against others.
f. Student will not reveal personal information about others.

5. Illegal, Dangerous Activities and Hacking

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Students shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to Excelsior, other students, or the community. Additionally, Student shall not damage, debilitate or disable computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs. Student shall not engage in any unauthorized online access to other computers by means of hacking, downloading hacking tools such as port scanners, password crackers, explicit tools, etc., or use tools or systems to evade restrictions on what programs, sites, resources, etc. a Student can run on Excelsior's equipment.

6. Obscene Materials

Students acknowledge that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access, upload, download, distribute, or transmit obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials, and materials that are pornographic, abusive or threatening. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Students further agree that students will not access any Internet site which requires the student to state that student is eighteen years of age or older as a condition of accessing the site.

7. Commercial Activities

Student agrees that Student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by Excelsior in writing.

8. Information About Others

Student agrees that student will not make any statement or post any communication on the Internet about another person that they know or suspects to be untrue.

9. Violation of Policy

The student acknowledges that violation of this Policy may result in a loss of Internet access and email privileges. If Student violates this Policy, or in any other way uses Excelsior equipment in a manner that is not consistent with educational uses, the student will be promptly notified that student has violated the Policy. The student will be given the opportunity to explain why Excelsior should deem the activity in question a use consistent with the educational purposes stated in this Policy. If Excelsior deems that the use is inconsistent with the educational purposes stated in this Policy, Excelsior may terminate the Student's Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the Internet appropriately, Excelsior reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that student may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to the Internet or supervised access to the Internet and email. Excelsior will contact the proper legal authorities if Excelsior concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

10. Training and Education

In addition to providing physical measures to protect student internet usage, Excelsior also provides education through regularly held assemblies and workshops regarding internet safety and cyberbullying. Internet safety regarding appropriate behavior on social networking sites, chat rooms and other internet services is incorporated into mandatory assemblies held each year. Students are reminded that their use of Excelsior equipment and resource networks reflect upon Excelsior, and Students should guide their activities accordingly.

Board Policy Reference: 5020

Mobile Device Policy, Procedure and Information

The focus of the Mobile Device program at Excelsior Charter Schools is to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools of these twenty-first century students is mobile devices. The individual use of mobile devices is a way to empower students to maximize their full potential and to prepare them for college and the workplace.

Learning results from the continuous dynamic interaction among students, educators, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with mobile devices integrate technology into the curriculum anytime, anyplace. The policies, procedures and information listed below apply to all mobile devices used at Excelsior Charter Schools, including any other device considered by the Administration to come under this policy. Teachers may set additional requirements for use with their students.

Please Note:

- Students must enter their student username and password when using their Excelsior device.
- All internet activity on school-issued devices and accounts is monitored via Lightspeed Alert, Lightspeed Filter, and other tools, including during late evening through early morning hours.

Excelsior mobile device violations include:

- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing Ed. Code, Board policy or public law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Use of chat rooms, sites selling term papers, book reports and other forms of student work.
- Spamming-Sending mass or inappropriate emails.
- Gaining access to other students' accounts, files, and/or data.
- Use of the school's internet/E-mail accounts for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
- Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment.
- Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass, demean, or bully recipients.
- Bypassing the Excelsior web filter through a web proxy.

Student Discipline:
If a student violates any part of the above policy, or if a student removes the Mobile Device Management software or uninstalls any pre-installed profiles, disciplinary measures will follow based on administrator discretion.

Mobile Devices Left in Unsupervised Areas:

Under no circumstances should Mobile Devices be left unsupervised. Any Mobile Device left unsupervised is in danger of being stolen. If a Mobile Device is found in an unsupervised area, it will be taken to the front office. A student will not be charged the first time a Mobile Device is found unsupervised. The second time left unsupervised, the parent will be required to retrieve the Mobile Device. The third time there will be a $10 charge to retrieve the Mobile Device and the parent and student must pick it up. After the third time left unsupervised, disciplinary measures will be taken and documented in the student's school record.

All violations of school rules, including mobile device and Technology user violations, are documented in student discipline logs. The administration can review and modify all disciplinary decisions on a case-by-case basis.

Campus Guest Wireless Acceptable Use Policy

Excelsior Charter School is committed to providing broad access to information technology resources (computers, software, e-mail accounts, internet access, mobile devices, and similar computing tools) for all students and staff for appropriate school-related activities.

All users of Excelsior Charter School technology resources, networks, accounts, and devices — including students, staff, guests, and visitors — have no reasonable expectation of privacy. All activity may be monitored, logged, and reviewed at any time for safety, security, compliance with policy, legal obligations, and educational purposes.

Visitors may use wireless network connectivity on the designated "Excelsior-Guest" network as long as they follow this policy.
Guest access is provided on a time-limited basis through a captive portal. Guests may only connect personally owned devices to the "Excelsior-Guest" wireless network. Wired network connections by guests are prohibited. Bandwidth for guest users may be throttled.

While respecting a visitor's right to privacy during use of campus information technology resources, Excelsior Charter School reserves the right to monitor suspicious network activities. Examples of inappropriate and unacceptable use of computing and networking resources include, but are not limited to:

- Activities or transmitting of materials that violate federal, State or local laws (e.g., fraudulent acts, copyright infringement, and threats or acts of intimidation or harassment against another person).
- Installing software on any Excelsior Charter school owned equipment.
- Using the Excelsior Charter school network or computer resources for commercial purposes or personal gain.
- Circumventing network bandwidth restrictions by altering the network address of a campus computer or by switching to another campus computer.
- Connecting personally owned computers into wired network data jacks.
- Connecting a personally owned computer to any wireless network other than the designated "Excelsior-Guest" network while on-campus.
- Using the Excelsior Charter school e-mail system to relay personal e-mails.
- Misrepresenting oneself as another user.
- Attempting to circumvent security software or other security measures placed on Excelsior Charter school network systems or computers.
- Mishandling, damaging or tampering with computer equipment, software or settings.
- Maliciously accessing, altering, deleting, damaging or destroying any computer system, network, program or data. This includes, but is not limited to, changing or deleting another user's account, changing the password of another user, using an unauthorized account, damaging or deleting Excelsior Charter school files, and altering the Excelsior Charter school network system.

- Disrupting or attempting to disrupt network traffic or attempting to overload or crash the Excelsior Charter school network and attached systems.
- Attempting to monitor or capture Excelsior Charter school network traffic.
- Engaging in spam activities (i.e., sending unsolicited electronic communications to large groups of individuals at the same time) or sending e-mail chain letters.

Excelsior Charter school is a place of tolerance and good manners. Use of Excelsior Charter school information technology resources for hate mail, statements or images intended to injure or humiliate others, threats, personal attacks on others or statements expressing animus towards any person or group by reason of race, color, religion, national origin, gender, sexual orientation or disability is prohibited. This includes any such messages transmitted via e-mail, instant messaging or any other electronic means that rely on the Excelsior Charter school network for transmission.

Inappropriate or unacceptable use of Excelsior Charter school information technology resources may result in disabled access, denial of future access and banning the use of Excelsior Charter School technology resources.

Note: Security of the Excelsior Charter School's information technology resources is not guaranteed. Virus, security and privacy protection are the responsibility of the guest user. Access is provided on an 'as is' basis with no guarantee of service.

Student Use of Artificial Intelligence (AI)

Excelsior Charter Schools encourages the responsible, ethical, and innovative use of Artificial Intelligence (AI) as a supplemental tool to enhance student learning, creativity, critical thinking, problem-solving, and personalized education opportunities, consistent with California Department of Education guidance ("Learning With AI, Learning About AI").

AI can spark new ideas, support accessibility, and help students explore concepts in personalized ways—when used transparently and under teacher guidance. Excelsior is committed to balancing innovation with academic integrity, student safety, and data privacy.

To promote equity and safety, Excelsior will ensure all students have equitable access to approved AI tools during school hours. Approved tools will be vetted for privacy compliance with all applicable laws and regulations.

Only Excelsior approved AI tools should be used for schoolwork. Teachers will clearly state in their course syllabus and/or individual assignment instructions whether and how the approved AI tools may be used.

Definitions of Appropriate vs. Inappropriate Use

- Appropriate use of AI means using it as a thinking partner or assistant while doing your own work, always citing it, and following teacher directions.
- Inappropriate use includes submitting AI-generated work as your own, bypassing learning, harming others, or violating privacy rules.

Examples of Appropriate (Allowed) Student Use (when explicitly permitted by the teacher):

- Brainstorming ideas or creating outlines for an essay or project (then writing the final work yourself).
- Generating practice questions or summaries to study a topic.
- Getting feedback on grammar, clarity, or structure of your own draft (then revising it yourself).
- Translating text or explaining complex concepts in simpler language for accessibility.
- Exploring "what if" scenarios in science, history, or creative writing to spark original thinking.
- Using AI as a research starting point, followed by verification with reliable sources.

In all cases, students must:

1. Follow the specific instructions and expectations set by the teacher for that assignment.
2. Clearly cite any AI use (e.g., "I used [tool] to generate an outline on [date]; I wrote the final essay myself.") exactly as they would cite any other source.
3. Not rely on AI as a sole fact-checker—always verify information with credible sources.
4. Critically evaluate all AI-generated content for accuracy, potential biases, hallucinations (made-up information), and fairness before using or submitting it.

Examples of Inappropriate (Prohibited) Student Use:

- Submitting AI-generated text, code, images, or other content as your own original work.
- Using AI to complete an entire assignment or major portion when the teacher has prohibited it.
- Asking AI to write answers to test or quiz questions.
- Using AI to create or display harmful, deceptive, threatening, obscene, disruptive, or sexually explicit material.
- Using AI to generate content that harasses, bullies, or disparages others based on race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.
- Bypassing school internet filters or safety measures with AI.
- Creating or using AI-generated deepfakes, synthetic media, or deceptive content intended to mislead, harass, or harm others (including violations of AB 621).
- Inputting copyrighted material into AI tools without permission or submitting AI-generated work in ways that violate copyright or intellectual property laws.

Privacy and Personal Information
Students shall not share confidential information or personally identifiable information (PII) with any AI system about themselves, another student, staff member, or any other person. Even when using Excelsior approved tools, never input sensitive personal data unless the teacher explicitly directs it for a specific educational purpose.

Examples of PII and confidential information include (but are not limited to):

- Full name, student ID number, or birthdate
- Home address, phone number, or email address
- Grades, test scores, or health/medical information
- Photos, videos, or voice recordings of yourself or others
- Any information about another person's private life

Consequences
Unpermitted or inappropriate use of AI may result in disciplinary action. Consequences will be determined at the discretion of the teacher and/or administration based on the severity and frequency of the misuse. The following list is not exhaustive, and one or more of these actions may be applied depending on the situation:

- Warning and/or conference with the teacher
- Opportunity to redo or revise the assignment
- Reduction of grade or loss of credit on the assignment
- Parent/guardian notification
- Referral to administration
- Loss of privileges or participation in school activities
- Detention or school-based consequences
- Failure of the assignment or course
- Discipline, including suspension or expulsion, in alignment with California Education Code 48900, and/or legal action in accordance with applicable laws and Board policies

Board Policy Reference: 8002

DIGITAL COMMUNICATION AND ONLINE SAFETY

Excelsior Charter Schools is committed to promoting safe, responsible, and appropriate use of technology.

All student use of school-issued devices and network systems is monitored for safety and educational purposes. The school utilizes monitoring tools, including Lightspeed Systems, to help identify potentially unsafe, inappropriate, or concerning online activity.

When concerns are identified:
- School staff may review student activity
- Parents/guardians may be contacted
- Appropriate interventions or supports may be implemented

Monitoring is conducted in accordance with school policy, student safety protocols, and applicable laws to help:
- Protect student well-being
- Maintain a safe digital learning environment
- Prevent harmful or unsafe online behavior

Families are encouraged to:
- Monitor student technology use at home
- Reinforce safe and appropriate online behavior
- Discuss digital citizenship and online responsibility

Students are expected to use school technology in a manner that is consistent with educational purposes and appropriate for a school setting.

Additional Information
- School policies, updates, and resources are available at: https://excelsior.com
- Additional communication may include:
- Email
- School website updates
- Meetings or conferences

The goal of all communication and policies is to support:
- Student safety
- Academic success
- Strong family-school partnerships

OPT-OUT OF SCHOOL-ISSUED DEVICE POLICY

Excelsior Charter Schools provides a school-issued device to every student at no cost to ensure equitable access to the curriculum and digital learning tools. These devices are fully managed and monitored for safety and instructional support.

All students are expected to use their Excelsior-issued device in classes unless a parent/guardian formally opts out.

Opt-Out Option
Families who prefer to use a personally owned device (laptop, Chromebook, or tablet) may opt out of receiving a school-issued device. By opting out, parents agree to:

- Provide and maintain a personal device that meets the school's minimum technical requirements.
- Accept full responsibility for the device (support, repairs, updates, security, and insurance).
- Understand that the personal device will not receive Lightspeed Classroom management, filtering, monitoring, or school technical support.
- Acknowledge that this may limit real-time teacher assistance, classroom management, and participation in certain digital activities.

How to Opt Out

1. Obtain the Opt-Out of School-Issued Device Agreement Form from the Front Office or school website.
2. Read the full policy and complete the form.
3. Return the signed form to the Front Office.

Only students with a completed and approved Opt-Out form on file may use a personal device. All other students must use their assigned Excelsior school-issued device for classes.

Families with questions should contact the school office before making this decision. The school reserves the right to require a student to use a school-issued device if the personal device is inadequate.

ACADEMIC SUPPORT

Excelsior is committed to ensuring that all students receive the support they need to succeed academically, socially, and emotionally. The school uses a Multi-Tiered System of Supports (MTSS) to provide targeted assistance based on student needs. Students who need additional support may be referred to the Student Success Team (SST). This team may include teachers, counselors, administrators, parents/guardians, and other support staff.

The SST process:
- Reviews student data (grades, attendance, assessments)
- Identifies areas of need
- Develops targeted support plans
- Monitors progress and adjusts interventions as needed

Types of Academic Supports may include:
- Small group or one-on-one instruction
- Tutoring and academic mentoring
- Intervention courses in reading or math
- Adjusted pacing or assignments
- Check-ins with counselors or support staff

If a student does not respond to interventions, the SST may recommend further evaluation for additional services. Excelsior's goal is to provide early, personalized support so that every student can stay on track toward graduation and their postsecondary goals.

Tutoring
Excelsior is committed to ensuring all students have access to the support they need to succeed. Students may receive tutoring and academic support directly from their credentialed teacher, either in person or via Zoom. Teachers are available to provide additional help with assignments, coursework, and feedback to support student understanding and progress. Students are encouraged to proactively reach out to their teacher whenever they need extra assistance, clarification, or academic support.

In addition to teacher support, Excelsior provides access to free online tutoring through Varsity Tutors, which students can access through the Clever portal. This resource offers additional academic support across a variety of subjects and is available outside of regular school hours.

SPECIALIZED PROGRAMS

Dual Enrollment

Dual Enrollment (College Courses)
California law (AB 1451) allows high school students to enroll in community college courses. These students are considered "special admit" students, and participation is commonly referred to as dual enrollment or concurrent enrollment. Excelsior School Counselors and Educational Advisors actively support students who are enrolled in Dual Enrollment (CCAP and Non-CCAP) through continuous monitoring and support to ensure the student's academic success in the program.

Excelsior Charter Schools supports student participation in college coursework when appropriate. Dual enrollment can:

- Support a smooth transition from high school to college
- Provide increased academic rigor
- Offer access to Career Technical Education (CTE) and job-ready programs
- Allow students to earn college credit
- Fulfill one the Excelsior additional graduation requirements to complete 2 college courses with a C or better.

CCAP vs. Non-CCAP Dual Enrollment
Students may participate in dual enrollment through one of two pathways:

- CCAP (College and Career Access Pathways):
- CCAP courses are college courses offered exclusively to Excelsior students during the regular school day, but are taught by community college faculty. These courses are part of a formal partnership between Excelsior and the community college and are often aligned to high school pathways. Excelsior covers the fees and textbooks for CCAP courses.
- Non-CCAP (Standard Dual Enrollment):
- Students independently enroll in college courses outside of a formal CCAP agreement. These courses are typically taken on a college campus or online and are scheduled outside of the student's regular high school program. Students are responsible for college enrollment fees, purchasing textbooks or access codes and/or other materials required for the course.

Important Expectations
Students enrolled in dual enrollment courses are considered college students. As such, they are expected to:

- Follow all college policies, procedures, and academic expectations
- Meet college deadlines, grading standards, and attendance requirements
- Communicate directly with college instructors regarding coursework

Excelsior staff cannot modify college coursework, grades, or policies.
Enrollment Process.

Students interested in dual enrollment must:

- Work closely with their School Counselor or Educational Advisor to determine eligibility, appropriate course selection, and follow proper enrollment procedures.
- Apply for admission to the community college and follow all college enrollment procedures.
- Complete all required dual enrollment forms (Excelsior and college), including Counselor approval.
- Follow the college's registration and withdrawal periods.
- Monitor their coursework and progress.
- Seek help from the college as needed.

Credits and Transcripts

- Junior High (JH): Students may earn junior high school credit. Dual enrollment courses taken in junior high school will appear on the high school transcript but will not be included in the student's high school GPA calculation.
- High School (HS): Students earn high school credit toward graduation and their GPA calculation. College courses are awarded 3.33 times the credit on the high school transcript.

Additional guidelines:

- All grades earned through dual enrollment become part of the student's permanent academic record.
- College courses grades will receive weighted GPA credit, except Physical Education (see Grade Weighting Policy).
- Summer coursework is applied to the student's current academic year and grade level.

Textbook Reimbursement (Non-CCAP Courses Only)

Physical textbooks are the only dual enrollment material that is eligible for possible reimbursement. Excelsior may reimburse the cost of required textbooks for non-CCAP dual enrollment courses under the following conditions:

- The student must earn a passing grade in the course.
- A valid receipt must be submitted.
- The textbook must be a required course material.
- The textbook is in good condition.
- The reimbursement request is submitted within 30 days of completing the college course.

Excelsior will not reimburse for:

- Access codes
- Parking/ASB fees
- Course or enrollment fees
- Safety equipment
- Scantrons, blue books, notebooks, paper, pens, pencils, highlighters, rulers, etc.
- Supplies or other required materials
- Materials not required for the course

All reimbursement requests must be submitted according to school guidelines and timelines. The textbook submitted for reimbursement will be collected at the time of the request and then becomes the property of Excelsior.

Transcript Submission
It is the student's responsibility to submit an official college transcript to their Counselor or Educational Advisor immediately following course completion.

Transcripts must be received in order for:
- High school credit to be awarded.
- Grades to be recorded on the Excelsior transcript.
- GPA and graduation progress to be accurately updated.
- Class rank is determined at the conclusion of Semester 1 each academic year. To be included in the class rank calculation, college transcripts must be submitted by the last day of Semester 1. Transcripts received after this deadline will not be considered in the class rank calculation for that academic year.

English Language Learners

Excelsior Charter Schools provides specialized support for students identified as English Learners (ELs) to promote English language development and academic success. Our English Learner program includes both Designated English Language Development (ELD) and Integrated ELD instruction aligned to California standards.

Designated ELD
English Learners may receive targeted English Language Development instruction through designated ELD classes or supports focused on developing students' skills in listening, speaking, reading, and writing in English. Instruction is designed to support language acquisition, build academic vocabulary, and help students progress toward English proficiency and reclassification.

Integrated ELD
In addition to designated ELD instruction, English language development is embedded across content areas through Integrated ELD. Teachers support language development during core instruction by incorporating strategies such as academic language development, scaffolding, structured student discourse, and access supports that help English Learners engage with grade-level content.
Excelsior is committed to ensuring English Learners have equitable access to rigorous instruction, language development opportunities, and the supports necessary for academic success.

Career Technical Education (CTE)

Career Technical Education (CTE) provides students with opportunities to explore careers, develop industry-relevant skills, and connect academic learning to real-world applications. Through CTE pathways, students can engage in rigorous coursework that prepares them for college, career, and future workforce opportunities.

CTE courses may provide students opportunities to:

- Explore career interests and potential career pathways
- Develop technical and employability skills, including collaboration, communication, and professionalism
- Apply academic content through hands-on, real-world learning experiences
- Gain exposure to industry sectors and career-focused learning
- Prepare for postsecondary education, certifications, and workforce opportunities

CTE at Excelsior supports college and career readiness through pathway exploration and coursework designed to help students make informed choices about their future goals.

CTE opportunities may include:

- Career pathway and elective coursework
- Industry-aligned projects and applied learning experiences
- College and career exploration activities
- Opportunities connected to dual enrollment, certifications, or work-based learning where available

Students are encouraged to meet with their counselor or educational advisor to explore courses that support college admission requirements, graduation goals/requirements, and CTE pathway opportunities.

To learn more about Career Technical Education in California, families may visit the California Department of Education CTE webpage. https://www.cde.ca.gov/ci/ct/ For information about CTE offerings at your site and enrollment opportunities, please contact your school Counselor or Educational Advisor.

Special Education

Excelsior Charter Schools is committed to supporting students with disabilities and ensuring access to a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with federal and state laws, including the Individuals with Disabilities Education Act (IDEA). Students who qualify for special education services receive support through an Individualized Education Program (IEP). The IEP is developed by a team that includes parents/guardians, teachers, and specialists, and outlines the student's goals, services, accommodations, and supports. Students with IEPs are supported within Excelsior's general education program to the greatest extent appropriate, with additional supports provided based on individual needs. Excelsior is a member of the Desert/Mountain SELPA and follows all SELPA policies and procedures to ensure high-quality services and compliance. For questions, please contact your Principal or the Special Education Department at the District Office.

Section 504 Accomodations

Some students may be eligible for a Section 504 Plan under the Rehabilitation Act of 1973. A 504 Plan provides accommodations to ensure students have equal access to their education. A 504 team, which includes school staff and the parent/guardian, reviews student information and determines eligibility. If a student qualifies, a plan is developed and shared with all relevant staff. 504 Plans are reviewed regularly to ensure they continue to meet the student's needs. For questions, please contact your Principal or the Special Education Department at the District Office.

Summer School

Who is eligible for summer school?
All credit-deficient students are eligible to enroll in summer school. This provides an opportunity to make up failed courses, recover A–G college eligibility requirements, and avoid adding additional courses during the regular school year.

Students who wish to accelerate their coursework may also enroll in summer school; however, acceleration courses are limited to Excelsior elective courses only. Students interested in acceleration may additionally consider dual enrollment at a local community college during the summer.

How many credits or classes can I take?
Students may enroll in up to 10 credits during summer school. Additional credits may be approved by administration on a case-by-case basis and are typically limited to 11th- and 12th-grade students.

How do I enroll in summer school?
Students should contact their Counselor or Educational Advisor for enrollment information and support.

Other Summer School Considerations:
Summer school is a fast-paced program, and daily attendance and active participation are essential for success.

- Students may not enroll after the third day of the summer school session.
- Students enrolled after the third day will receive a letter grade from the summer school teacher using the grading scale A-F.
- All summer school courses utilize Excelsior's approved curriculum and intervention tools.
- Summer school is an extension of the student's current academic year and grade level. Any coursework completed and credit earned over Summer School will be added to the current grade level and school year, under the Summer Term on their transcripts.

How many credits or classes can I take?
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STUDENT RECORDS

In accordance with the Family Educational Rights and Privacy Act (FERPA) and California Education Code, student records are protected from unauthorized access, inspection, use, or disclosure. Parents/guardians and eligible students are provided certain rights regarding student educational records. An "eligible student" is a student who is 18 years of age or older or who attends a postsecondary institution.

Virtually all information related to student performance, including grades, test results, attendance, disciplinary records, and educational services, is considered confidential educational record information.

Transcripts

A transcript is the official record of a student's academic history. It includes courses taken, grades earned, credits completed, and cumulative grade point average (GPA). Transcripts are an important document used for college admissions, scholarship applications, employment opportunities, and transfers to other schools.

Unofficial transcripts may be requested through the front office, counselor, or educational advisor and are typically used for Personal Life Plan review or advising purposes.

Official transcripts are required for college applications and other formal purposes. These may be requested online at: https://www.excelsior.com/departments/registrar.

For questions or assistance with official transcripts, please contact the Excelsior Records Department and ask to speak to a Registrar at 760-245-4262.

GPA Determination

A student's Grade Point Average (GPA) is a numerical representation of their academic performance across courses.

For the purposes of this handbook, GPA is defined in two ways:

- Total GPA: Includes all courses taken.
- Academic GPA: Includes all courses taken except those designated as non-academic. This includes Advanced Placement (AP) courses and approved college courses.

The number of credits earned for each course is factored into the GPA calculation, meaning courses with more credits have a greater impact on the overall GPA.

How GPA is Calculated?
Each letter grade is assigned a point value. A student's GPA is calculated by multiplying the grade points by the number of credits for each course, adding those totals together, and dividing by the total number of credits attempted.

Non-Weighted Courses

Letter Grade	GPA Value
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Grade Weighted Policy
Advanced Placement (AP) courses and approved community college courses receive additional weight. Physical Education courses taken at a community college are not weighted. All grades from courses taken at the community colleges will be included as part of the student's official high school transcript and calculated in the GPA. Courses taken at a community college or advanced placement courses will be weighted on the student's academic GPA and total GPA as follows:

Letter Grade	GPA Value (Weighted)
A	5.0
B	4.0
C	3.0
D	2.0
F	0.0

Repeated Courses
In some cases, students may repeat a course to earn a grade of C or better for A–G eligibility. When a course is repeated, both grades will be included in the GPA calculation and the repeated course does not replace the original grade.

Student Directory

In accordance with California Education Code 49073 and the Family Educational Rights and Privacy Act (FERPA), Excelsior Charter Schools may release "directory information" to appropriate parties unless a parent/guardian or eligible student submits a written request to withhold disclosure within 30 days of the first day of school.

Directory information may include:
- Student name
- Address
- Telephone number
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Dates of attendance
- Degrees, honors, and awards received
- Most recent previous school attended

Directory information will not be released for any student whose parent/guardian or eligible student has submitted a written request to withhold such information within the required timeline.
Reference: California Education Code 49073 / FERPA

Opting Out of Directory Information
Parents/guardians or eligible students who do not want directory information released must notify the school in writing within 30 days of the annual notice.

Requests may apply to all or selected types of directory information.

FERPA Complaints
Parents/guardians and eligible students may file a complaint regarding alleged FERPA violations with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

Board Policy Reference: 2003

Access to Student Records

Access to student records is limited to:
- Parents or legal guardians, unless parental rights have been legally terminated and the school has been provided a copy of the court order
- Eligible students
- School officials and staff members with a legitimate educational interest, including administrators, teachers, counselors, support staff, Board members, contractors, consultants, or service providers acting on behalf of the school
- Government agencies or entities authorized by law
- Schools in which a student seeks or intends to enroll or transfer
- Parties responding to a lawful subpoena, court order, or as otherwise permitted by law

Records may also be released to other individuals or organizations only with written consent from the parent/guardian or eligible student, unless otherwise authorized by law.

Military Recruiters and Postsecondary Institutions
In accordance with federal law, Excelsior Charter Schools must provide student names, addresses, and telephone listings to military recruiters and institutions of higher education upon request unless a parent/guardian or eligible student submits a written request to opt out of such disclosure.

Inspection and Review of Records
Parents/guardians and eligible students have the right to inspect and review student records during normal business hours by appointment. Requests for access to records should be directed to the school site Front Office or records custodian.
If circumstances prevent in-person review during regular business hours, reasonable arrangements will be made to provide access or copies of records.

Request to Amend Records
Parents/guardians or eligible students may request correction of records believed to be inaccurate, misleading, or in violation of the student's privacy rights. If the school denies the request, the requestor has the right to request a hearing in accordance with FERPA procedures. If the records are not amended following the hearing, the requestor may submit a written statement to be maintained with the contested record.

Copies of Records
Copies of student records and transcripts may be requested through the Excelsior Charter Schools Registrar's Office. Information regarding student record requests, transcript orders, and applicable processing fees can be found on the Excelsior website through the Registrar Department page at:
https://www.excelsior.com/departments/registrar

Board Policy Reference: 2003

Withdrawing from School

A student under 18 years of age may only be withdrawn from Excelsior Charter Schools by a parent or legal guardian. Withdrawal procedures and forms are available through the school Front Office.

A student who is 18 years of age or older, married, or legally emancipated may withdraw without parent/guardian permission.

Official transcripts and cumulative records are generally forwarded directly to the receiving school upon receipt of an official records request. Parents/guardians and eligible students may request access to educational records in accordance with FERPA and applicable law.

Students withdrawing or transferring schools may be eligible for partial credit in accordance with California Education Code requirements, including protections for foster youth, homeless youth, former juvenile court school students, military-connected youth, migratory students, and newcomer students.

Partial credits and enrollment records will be reviewed and awarded in accordance with applicable state law, including Education Code sections 49069.5 and 51225.2.
Reference: Student Policy / California Education Code 49069.5 & 51225.2

School Debts

Students and families are responsible for the care and return of school property issued to them, including but not limited to textbooks, library materials, technology devices, athletic equipment, instruments, uniforms, and other school-issued items. Students may be held responsible for the replacement cost of lost, damaged, or unreturned property in accordance with California Education Code sections 48904 and 48904.3.
Outstanding debts may be paid through the school Front Office. Families with questions regarding student debts or payment arrangements should contact the Front Office for assistance.

Excelsior Charter Schools will not withhold grades, transcripts, diplomas, or educational records due to unpaid fees or debts, except as permitted by law. Students will continue to have access to educational programs and services regardless of outstanding balances.

Students with unresolved debts may be restricted from receiving optional items or participating in certain voluntary activities until obligations are resolved, as permitted by law.

Protection of Immigration and Citizenship Information

Excelsior Charter Schools does not release information related to a student's or family's citizenship or immigration status unless required by law or a valid court order.

Citizenship status, immigration status, and national origin information are not considered directory information.

California state law requires schools to notify parents/guardians before responding to requests for student information from law enforcement or immigration authorities with specific exceptions for certain judicial orders.

Board Policy Reference: 2006

STUDENT SERVICES

At Excelsior, Student Services is committed to supporting the whole child, so every student has the opportunity to succeed. We believe that strong partnerships between students, families, and school staff are essential, and our team is here to ensure that all students feel safe, supported, and connected to their school community.

Student Services provides a range of supports for students in grades 7–12, including social-emotional support, nutrition, health services, attendance and engagement, safe learning environments, and connections to community resources. Whether a student needs help managing personal challenges, planning for the future, or accessing basic needs, our team is available to assist.

Families and students can access Student Services in several ways. Students may reach out directly to a counselor, teacher, or school staff member, or visit the front office to request support. Families are encouraged to contact the school by phone, email, or through the school's communication platform to connect with the appropriate Student Services team member. Referrals may also be made by teachers or administrators when additional support is needed.

We encourage families to reach out early and often. Our goal is to provide timely, responsive support and to work collaboratively with families to remove barriers to learning and promote student well-being and success.

HOUSEHOLD INCOME DATA COLLECTION (PARENT/GUARDIAN SURVEY)

Each year, families are asked to complete a Household Income Data Collection Form (also referred to as a Household Income Survey). While meals are provided at no cost to all students, this form remains critically important for school funding.

Why This Form Matters
Completion of this form helps the school and district qualify for state and federal funding under the Local Control Funding Formula (LCFF). These funds are used to:

- Provide additional academic support and intervention services
- Expand student programs, including counseling and enrichment opportunities
- Maintain and improve school resources and staffing

Accurate data ensures our school receives the maximum funding available to support student success.

Legal Requirement
The collection of household income information supports requirements under the California Education Code (42238.02) and the Local Control Funding Formula (LCFF), which provide additional funding to schools based on student needs. Our school is required to make a good faith effort to collect this information from all families so that funding is calculated accurately.
Even though all students receive meals at no cost, completing this form each year is very important. The information families provide helps determine how much funding our school receives to support programs, services, and resources for students. We ask that all families complete the form, regardless of income level, as every response directly contributes to the opportunities and support available to our school community.

Confidentiality Assurance
All information provided on the Household Income Survey is:

- Strictly confidential
- Used only for funding and reporting purposes
- Not shared with outside agencies for immigration, tax, or public charge purposes

Individual family information is never disclosed. Data is reported only in aggregate form.

STUDENT ACTIVITIES, ATHLETICS, AND EXTRACURRICULAR PROGRAMS

Excelsior provides a variety of opportunities for students to engage in school-sponsored activities that enhance their educational experience, promote school connectedness, and support personal growth. Participation in these programs is a privilege and may be subject to eligibility requirements consistent with the California Education Code and District Policy.

Interscholastic Athletics

(Excelsior Athletics is open to all students enrolled in San Bernardino County Excelsior Charter Schools based on grade level)

Excelsior District offers a comprehensive program of interscholastic athletics designed to promote teamwork, sportsmanship, and student well-being. All athletic programs operate in compliance with applicable provisions of the California Education Code and are conducted under the governance and bylaws of the California Interscholastic Federation (CIF). As a CIF member school, the district adheres to all established rules regarding student eligibility, seasons of sport, competition, and conduct. 49020-49024).Participation in athletics is a privilege, and students are expected to meet academic, behavioral, and attendance standards consistent with District policies, California law, and CIF regulations. The district maintains responsibility for the supervision, safety, and conduct of all athletic programs (Ed. Code 35179, 49020-49024).

Athlete Clearance Packet: All student athletes are required to have a current athletic clearance packet and physical examination on file prior to participation in any athletic event to include tryouts, practices, contests.

Academic Eligibility: Student athletes are required to maintain at least a 2.0 unweighted GPA in a minimum of 20 credits per semester. Grade checks are required at the end of each quarter. Anything less than a 2.0 unweighted GPA, or less than 20 credits per semester will result in ineligibility until the next grade check.

For Additional Information and Requirements: Please contact the Athletic Department located at the Victorville campus, visit our website, or by calling 760-245-4262.

Clubs and Extracurricular Activities

Clubs and extracurricular activities provide students with opportunities to explore interests, develop leadership skills, and contribute to the school community. These activities are considered voluntary and are supervised by credentialed school staff.

Participation in these activities may be conditioned upon maintaining satisfactory academic progress, regular attendance, and appropriate behavior consistent with district policy.

In the interest of all students the following rules and regulations governing student organizations are in effect:

- School sponsored student organizations shall meet on school premises on school days with a faculty representative present. Off-campus activities must have approval through your site principal, following policy and procedure for off-campus field trips and events.
- Applications for membership shall be extended to all student applicants who qualify based on school approved club purposes and objectives.
- All school sponsored organizations are directly responsible to the school principal for procedures to be followed.

For information on what clubs and organizations are available on your campus or how to start a club or organization on your campus, please contact your school principal or ASB Advisor.

Board Policy Reference: 5021

Field Trips and Excursions

Field trips and excursions are an extension of the instructional program and are intended to provide educational enrichment. All field trips must be approved by the school and require written parent/guardian consent.

No student shall be denied participation in a field trip due to lack of funds. Voluntary donations may be requested to help offset costs. The district ensures appropriate supervision and safety measures for all students during off-campus activities (Ed Code 35330). See Excelsior Board Policy on Field Trips and Excursions for additional information and details.

Board Policy Reference: 5010

Senior Activities

Senior activities, including prom and grad night, are privileges intended to celebrate student achievement. Participation may be subject to additional eligibility requirements, including academic standing, attendance, and behavior.
Students must comply with all school rules and event-specific expectations. The school reserves the right to restrict participation for students who do not meet established criteria or who pose a safety concern. For a complete list of senior events on the campus you attend, please contact your school site's administrative office.

School Sponsored Events and Activities
School sponsored events, including dances, festivals, assemblies, and other activities, are considered part of the school program. All students are expected to adhere to school rules and demonstrate appropriate conduct during these events. The school reserves the right to deny participation or remove a student from an event based on safety concerns, disciplinary status, or violation of school rules.

Student Code of Conduct at Activities and Events
All school rules apply during school sponsored activities, whether on or off campus. Students are expected to conduct themselves in a manner that reflects positively on the school.

The district maintains authority to enforce discipline at all school sponsored activities and events. Students may be subject to removal from an activity, loss of participation privileges, and/or additional disciplinary action for misconduct, consistent with Ed Code 48900.

Non-Discrimination and Equal Access
All students shall have equal access to participate in school-sponsored activities, programs, and events without discrimination based on protected classes and characteristics, in accordance with state and federal law.

Work Permits

Students under the age of 18 who wish to be employed must obtain a valid Statement of Intent to Employ a Minor (work permit) issued by the school.
The school may deny, revoke, or suspend a work permit if employment interferes with the student's academic progress, attendance, or well-being. All work permits are issued in accordance with California state law and district guidelines. Please see your school site's administrative office for signatures and additional information.

ASSOCIATED STUDENT BODY (ASB)

The Associated Student Body (ASB) program provides students with opportunities to develop leadership skills, build school community, promote student engagement, and support activities that enhance the educational experience for all students. Through ASB, students learn responsibility, teamwork, ethical decision-making, event planning, budgeting, and civic participation.

Each school site within the district maintains its own ASB organization and student leadership structure while operating within district guidelines and California school finance requirements. ASB activities are student-led and supported by certificated staff advisors and school administration.

Participation in ASB is considered both a privilege and a leadership responsibility. Students involved in ASB are expected to model positive behavior, integrity, inclusion, and respect for others at all times.

Purpose and Definition
The Associated Student Body (ASB) represents the students at each school campus. ASB organizations may sponsor:

- Student clubs and organizations
- School events and dances
- Spirit activities and rallies
- Community service projects
- Student leadership opportunities
- Fundraising activities that benefit students and school programs

ASB funds are public funds generated and managed by students for the benefit of the student body and must be handled in accordance with district policies, California Education Code, and established accounting procedures.

Excelsior District ASB Rules and Expectations
The following requirements apply to all school sites and student organizations district wide.

Fiscal Responsibility and Ethical Practices
All ASB funds must be managed responsibly and used only for approved student purposes. Students and staff involved in ASB activities are expected to follow all district financial procedures and ethical standards.

This includes:

- Proper cash handling procedures
- Accurate record keeping
- Pre-approval of purchases and expenditures

- Use of approved fundraising and purchasing forms
- Compliance with district accounting procedures and audit requirements

The district follows guidance consistent with the Fiscal Crisis & Management Assistance Team (FCMAT) ASB Manual.

Fundraising Approval
All fundraisers conducted by ASB organizations, clubs, classes, or student groups must receive prior approval before any advertising, sales, or collection of funds begins.

Students and advisors must:
- Submit required fundraising request forms
- Obtain site approval prior to the event
- Follow all cash collection and deposit procedures
- Ensure funds are used for approved student purposes

Unauthorized fundraising activities are prohibited.

Club Requirements
All student clubs and organizations operating under ASB must:
- Have an approved certificated staff advisor
- Maintain approved club bylaws or constitutions
- Operate in accordance with district and school rules
- Conduct activities that are student-centered and educationally appropriate

Additional site procedures may apply.

Non-Discrimination and Inclusion
ASB programs, activities, clubs, and events shall be open and accessible to all eligible students. The district prohibits discrimination, harassment, intimidation, or exclusion based on any protected characteristics as defined by state and federal law.

Student leaders are expected to promote a welcoming, respectful, and inclusive school environment.

Code of Conduct for Student Leaders
Students participating in ASB, student government, or leadership activities are expected to:
- Follow all school and district rules
- Demonstrate respectful and appropriate behavior
- Maintain academic and behavioral eligibility requirements, where applicable
- Uphold standards related to bullying, harassment, discrimination, and school safety
- Represent their school positively during events and activities

Failure to meet conduct or eligibility expectations may result in removal from leadership positions or participation restrictions in accordance with school procedures.

School-Specific ASB Information
Each campus maintains its own ASB constitution, election procedures, officer positions, club structures, meeting schedules, and event calendars.

Site-specific information may include:
- Election timelines and voting procedures
- Officer responsibilities
- GPA or eligibility requirements
- Club meeting information
- Spirit activities and dance guidelines
- Event calendars
- Leadership application processes

Students and families are encouraged to refer to their school site webpage on Excelsior's website, contact the school site administrative office or ASB advisor for campus-specific information.

Contacting Your Site ASB Team
Questions regarding ASB activities, fundraising, clubs, leadership opportunities, or financial procedures should be directed to the appropriate school site ASB Advisor.

Site-specific contact information may be available:
- On your school site webpage at www.Excelsior.com
- In campus-specific informational resources
- School Orientation
- Contacting the school site ASB Advisor or administrative office

Families and students are encouraged to stay informed about upcoming ASB events, leadership opportunities, and student activities throughout the school year.

Board Policy Reference: 5021

CAMPUS FOOD SERVICES AND MEAL PROGRAM

Our school participates in California's Universal Meals Program, which provides one nutritionally adequate breakfast and one lunch each school day at no cost to all students, regardless of household income.

In accordance with California Education Code § 49501.5, all public schools, including charter schools, are required to make available two meals each school day free of charge to any student who requests a meal, without consideration of income eligibility.

Meals served through the school program meet strict federal and state nutrition standards and are designed to support student health, focus, and academic success.

We strongly encourage all students to participate in the school meal program. School meals are:

- Healthy and nutritionally balanced for growing adolescents
- Convenient and accessible at no cost to families
- An important part of supporting student learning and well-being

Food Delivery Policy
To maintain a safe and equitable campus environment, food deliveries from outside vendors (e.g., DoorDash, Uber Eats, Grubhub, etc.) are not permitted during the school day. This policy is primarily in place to ensure compliance with our school's nutrition services agreement, which is governed by federal and state regulations tied to the meal program. Additionally, outside food deliveries can disrupt the instructional environment, create safety concerns on campus, and place an unnecessary burden on school staff and front office operations.

Families can support student nutrition by encouraging students to bring a lunch from home or participate int he school's no-cost meal program. By doing so, students help sustain a program that benefits the entire school community.

Board Policy Reference: 5017

COUNSELING AND WELLNESS SUPPORTS

Excelsior Charter Schools is committed to supporting the academic, social, and emotional well-being of all students. Our Counseling and Student Services teams work in partnership with families to ensure students have access to the support and resources they need to succeed.

School Counseling Services Overview

School counselors provide a range of services to support students throughout their educational journey, including:

- Academic planning, course selection, and graduation support
- College and career guidance, including postsecondary planning and financial aid resources
- Short-term individual and group counseling
- Social-emotional support and skill development
- Crisis support and conflict resolution
- Coordination of support services with school staff and community partners

Counselors work closely with students, families, and staff to promote student success and overall well-being. Families are encouraged to stay connected with their student's counselor and access additional resources through the Counseling page on the school website.

When Should I Contact a Counselor?
Families are encouraged to reach out to a school counselor if their student:

- Is struggling academically or needs help planning courses or graduation requirements
- Is experiencing stress, anxiety, or emotional challenges
- Is having difficulty with peer relationships or behavior
- Needs support with college, career, or future planning
- Has experienced a significant life event or change that may impact their learning
- May benefit from additional support or resources at school or in the community

If you are unsure whether to contact a counselor, we encourage you to reach out—our team is here to help and can guide you to the appropriate support.

Referral Process

Students may be referred for counseling or wellness support in several ways:

- Parent/Guardian Request: Families may contact their student's counselor or school staff at any time to request support
- Student Self-Referral: Students are encouraged to reach out to their counselor if they need assistance
- Staff Referral: Teachers or staff may refer a student if they observe a need for additional support.

Once a referral is made

- The counselor will review the concern and determine appropriate next steps
- Support may include direct counseling services, check-ins, or connection to outside resources
- Families will be contacted when appropriate, especially for ongoing or more intensive support

Some services provided by school counselors are short-term and school-based. If a student needs more intensive or ongoing support, families may be connected to community-based mental health or wellness resources through our Family Support services.

Families are encouraged to visit the Counseling and Family Support pages on the Excelsior website for additional information, resources, and contact details.

Board Policy Reference: 2017

CHILDREN AND YOUTH BEHAVIORAL HEALTH INITIATIVE (CYBHI)

Our school participates in California's Children and Youth Behavioral Health Initiative (CYBHI), a statewide effort to improve access to mental health and wellness services for children and youth. This initiative is designed to ensure that students can receive timely, appropriate support to help them succeed in school and in life.

Through CYBHI-supported programs, Student Services may offer or connect students to:

- School-based counseling and mental health support
- Early identification of social-emotional or behavioral needs
- Crisis response and intervention services
- Referrals to community-based mental health providers
- Family education and support resources

As part of this effort, schools may ask families to provide current health insurance information, including Medi-Cal or private insurance, when accessing certain mental health services. This information helps the State of California expand and sustain services for students by allowing eligible providers to seek reimbursement when appropriate.

Providing insurance information does not impact a student's ability to receive support at school. Services will be made available regardless of insurance status, and families will be informed if any services involve outside providers. Families will not be billed for services provided through the school as part of this initiative. All information is kept confidential in accordance with state and federal privacy laws.

Students may access support by speaking with a counselor, teacher, or any trusted staff member. Families may also contact the school directly to request assistance or to learn more about available services.

Our goal is to partner with families to support student well-being, resilience, and success both in and out of the classroom. If you have any additional questions, please contact the District Office, Student Services Deaprtment.

Why is the school asking for my medical insurance information?
Schools may collect insurance information so that eligible providers can seek reimbursement for certain services. This helps California expand and sustain mental health supports for students.

Will my child still receive services if I don't have insurance or choose not to provide it?
Yes. All students can receive support regardless of their insurance status. Access to school-based services will not be denied.

Will I be billed for services?
No. Families will not be billed for services provided through the school as part of the CYBHI initiative.

Is my family's information confidential?
Yes. All personal and health information is protected and handled in accordance with state and federal privacy laws.

How do I request support for my child?
Students can speak with any trusted staff member, and families can contact the school office or Student Services team directly to request assistance.

HEALTH SERVICES, MEDICATION, AND STUDENT WELLNESS

Excelsior is committed to supporting student health, safety, and readiness to learn. Basic first aid is available on campus for minor injuries or illness. For more serious concerns, parents/guardians will be contacted, and emergency procedures will be followed as needed.

Illness and When to Stay Home
Students should remain at home if they have:
- A fever of 100.4°F or higher
- Vomiting or diarrhea
- Symptoms of a contagious illness

Students must be symptom-free (without medication) for at least 24 hours before returning to school. Please contact your school office for additional questions, report additional concerns, or report student absence.

Medication at School

To ensure student safety and compliance with California law, all medications, both prescription and over the counter, must follow the guidelines below.

Parent/Guardian and Physician Authorization
In accordance with CA Education Code 49423, school staff may assist a student in taking medication during the school day only when:
- A written request from the parent/guardian is on file, AND
- A written statement from a licensed healthcare provider is provided, detailing:
  - The student's name
  - Medication name
  - Dosage and method of administration
  - Schedule for administration

Medication Procedures
- Medication must be brought to the school office by a parent/guardian (not the student), unless otherwise authorized.
- All medications must be in its original pharmacy-labeled container (prescription) or original packaging (over the counter).
- Medication will be stored securely and administered by authorized school personnel.
- Students may not carry or self-administer medication unless specifically authorized by law.

Self-Carry and Emergency Medication
In alignment with CA Education Code 49423.1 and 49414, students may carry and self-administer certain emergency medications (such as inhalers or epinephrine auto-injectors) if:

- Written authorization from both the physician and parent/guardian is on file
- The student has demonstrated the ability to use the medication safely

Board Policy Reference: 5003

Seizure Disorders and Emergency Care

The school is committed to providing a safe and supportive environment for students with seizure disorders, including epilepsy.

Seizure Action Plan Requirement
In accordance with CA Education Code 49414.7 (Seizure Safe Schools Act), students diagnosed with a seizure disorder may have an individualized (Seizure Action Plan (SAP)on file.

The Seizure Action Plan must be:

- Developed by the student's licensed healthcare provider
- Submitted by the parent/guardian
- Reviewed and implemented by designated school personnel

The plan typically includes:

- Type(s) of seizures the student experiences
- Signs and symptoms to watch for
- Step-by-step instructions for responding to a seizure
- Emergency contact information
- Instructions for administering emergency medication, if prescribed

Emergency Medication for Seizures
If a student is prescribed emergency anti-seizure medication (such as diazepam or similar rescue medications):

- Medication must be provided to the school in accordance with CA Education Code 49423
- Written authorization from both the parent/guardian and healthcare provider is required
- Medication will be stored securely and administered by trained personnel

Staff Training and Response
In compliance with California law:

- Designated school staff receive annual training on:
  - Recognizing seizures
  - First aid and appropriate response
  - Administration of seizure rescue medication (if applicable)
  - Training aligns with guidelines from recognized health organizations

Seizure Response Protocol
In the event of a seizure, staff will:

- Stay with the student and remain calm
- Protect the student from injury (move objects away, ease to the ground if needed)
- Time the seizure
- Follow the student's Seizure Action Plan
- Call 911 if:
  - The seizure lasts longer than 5 minutes (or as specified in the plan)
  - Another seizure begins immediately
  - The student is injured or has difficulty breathing
  - It is the student's first known seizure

Board Policy Reference: 5003

Confidentiality and Student Support
Information about a student's medical condition will be shared only with staff who need it to ensure safety. The school will work collaboratively with families to support each student's health, dignity, and full participation in school activities.

Menstrual Equity and Student Access to Supplies

In compliance with CA Education Code 35292.6, our school provides free menstrual products to students in grades 7–12.

- Menstrual products (such as pads and tampons) are available at no cost in all women's and all-gender restrooms, and/or in a designated accessible location on campus.
- Products are provided in a manner that ensures privacy, dignity, and easy access for all students.

We are committed to supporting students' health and well-being by ensuring that access to necessary hygiene products is never a barrier to learning or participation in school activities.

MENTAL HEALTH, SUICIDE PREVENTION, STUDENT SAFETY AND SUPPORT

Excelsior Charter Schools is committed to supporting the mental health, safety, and well-being of all students. We recognize that emotional wellness is an important part of student success and that students may experience stress, anxiety, depression, trauma, or other mental health challenges.

Students are encouraged to seek help for themselves or others whenever they have concerns about emotional well-being, self-harm, suicidal thoughts, or the safety of any student. Excelsior strives to provide a supportive, trauma-informed, and inclusive environment where students feel comfortable reaching out to trusted adults and accessing available resources.

When a student is experiencing a mental health crisis or expressing thoughts of self-harm, suicide, or harm to others, immediate action will be taken to assess the situation, provide appropriate support, and ensure the safety of the student and school community.

Mental Health Crisis

A mental health crisis may include, but is not limited to:

- Suicidal thoughts, statements, or behaviors
- Threats or plans to harm oneself or others
- Severe emotional distress that impacts safety or functioning
- Significant behavioral changes indicating a potential safety concern

Immediate Response Protocol
In alignment with CA Education Code 215, 215.5, and 234.6, and state guidance on student safety:

When a student is identified as being in crisis, school staff will:

- Always ensure immediate supervision of the student
- Conduct a risk assessment using evidence-based practices
- Remove or limit access to any potential means of harm when appropriate
- Maintain a calm, supportive, and nonjudgmental environment

Parent/Guardian Notification
Parents/guardians will be notified as soon as reasonably possible when:

- A student is identified as being at risk of harm to self or others
- A mental health crisis assessment has been conducted

In situations where notifying a parent/guardian may increase risk to the student, the school will follow applicable laws and seek appropriate guidance.

Crisis Intervention and Referral
The school may:
- Connect students and families with community mental health resources
- Recommend outside counseling or crisis services
- Provide information for local crisis lines and support services, including:
  - 988 Suicide & Crisis Lifeline (call or text 988)
  - Local county behavioral health services

Re-Entry and Ongoing Support
Following a mental health crisis, hospitalization, or absence for mental health reasons:
- A re-entry meeting may be required prior to the student returning to school
- The school may develop a support plan, which could include:
  - Check-ins with school staff
  - Academic adjustments
  - Referral for a Section 504 Plan or Individualized Education Program (IEP) if appropriate

Threat Assessment and School Safety
Consistent with CA Education Code 49390–49395 (Student Threat Assessment):

- The school may utilize a threat assessment process when a student exhibits behaviors that may pose a risk of violence
- This process is designed to intervene early and provide support, not solely to discipline
- Interventions will be tailored to address underlying needs and maintain school safety

Board Policy Reference: 2014

Confidentiality
Student mental health information will be handled with sensitivity and shared only with staff who have a legitimate educational interest, in accordance with state and federal privacy laws.

Encouraging Students to Seek Help
Students are encouraged to seek help for themselves or others by speaking with a trusted adult, counselor, or school staff member. Reporting concerns is a critical step in keeping our school community safe.

Suicide Prevention and Awareness

Suicide is a serious public health concern and one of the leading causes of death among youth. Warning signs should always be taken seriously.

Students should immediately notify a trusted adult, school counselor, administrator, teacher, parent/guardian, or other support person if they:
- Experience thoughts of self-harm or suicide

- Feel overwhelming emotional distress or hopelessness
- Observe warning signs in another student
- Become aware of suicidal statements, threats, or concerning social media posts.
- Excelsior staff members are trained to respond appropriately to concerns regarding suicide risk, emotional distress, and self-harming behaviors.

Warning Signs of Suicide or Emotional Distress
Warning signs may include, but are not limited to:
- Talking or writing about death or suicide;
- Expressing hopelessness or feeling trapped;
- Withdrawal from friends, family, or activities;
- Significant changes in mood, behavior, appearance, or academic performance;
- Giving away belongings or making final arrangements;
- Risk-taking or self-destructive behavior;
- Evidence of self-harm, including cutting or burning;
- Increased use of drugs or alcohol;
- Sudden isolation or loss of interest in school or relationships.

Any warning sign should be reported immediately.

Self-Harm and Student Safety
Self-harm, sometimes referred to as non-suicidal self-injury (NSSI), includes intentionally hurting oneself, such as cutting, scratching, burning, or other forms of self-inflicted injury. Even when suicidal intent is not expressed, self-harming behavior is taken seriously because it may indicate emotional distress or increased suicide risk.
Students who engage in self-harm may be referred for support services, mental health resources, safety planning, or additional interventions.

School Response and Support
When a student is identified as being at risk for suicide or self-harm, school staff may:
- Ensure the student is supervised and safe;
- Contact parents/guardians or emergency contacts;
- Conduct a suicide risk assessment;
- Refer the student to school or community mental health services;
- Develop a safety or support plan;
- Coordinate re-entry support following hospitalization or treatment;
- Contact emergency responders when there is an immediate safety concern.

Excelsior may also work with community agencies, crisis response providers, and mental health professionals to support students and families.

Confidentiality
Student mental health information is treated with care and confidentiality in accordance with applicable state and federal laws.
However, when there is concern that a student may be at risk of harm to self or others, school staff may share information with appropriate individuals in order to protect student safety.

Support for Students and Families
Excelsior is committed to creating a school climate that is:

- Safe and welcoming;
- Trauma-informed and culturally responsive;
- Inclusive of all students and identities;
- Free from bullying, harassment, discrimination, and hate-motivated behavior.

Certain student populations may experience increased mental health or suicide risk, including students impacted by trauma, bullying, homelessness, foster care involvement, discrimination, disability, family instability, or mental health concerns.

Students who identify as LGBTQ+ are entitled to a safe and supportive educational environment and are encouraged to seek support from trusted adults and available school resources.

Crisis Resources

If you or someone you know may be experiencing a mental health crisis or thoughts of suicide, help is available 24 hours a day.
National Crisis Resources

- 988 Suicide & Crisis Lifeline: Call or Text to 988 https://988lifeline.org
- Crisis Text Line: Text HOME to 741741 https://www.crisistextline.org

Students and families may also contact school counselors, administrators, or school support staff for assistance and referrals to additional services.

BEHAVIOR, SAFETY AND SCHOOL CLIMATE

Excelsior Charter Schools is committed to maintaining a safe, respectful, and supportive learning environment for all students. We believe that positive behavior supports student success and helps build a strong school community.
All students are expected to follow the school-wide expectations:

Be Respectful
- Treat others with kindness, courtesy, and respect
- Use appropriate language and behavior
- Respect school staff, peers, and the learning environment

Be Responsible
- Attend and participate in assigned classes and coursework
- Follow school rules and expectations
- Take ownership of actions and learning

Be Safe
- Make choices that support personal and school safety
- Follow all safety procedures and guidelines
- Report concerns to a trusted adult

Students are expected to follow all school rules while on campus, participating in school activities, or engaging in school-related online environments.

Positive Behavior Supports and Restorative Practices

Excelsior utilizes a Positive Behavioral Interventions and Supports (PBIS) framework to promote positive behavior and prevent misconduct. PBIS focuses on teaching expectations, recognizing positive behavior, and providing support when challenges arise.

In addition, the school uses restorative practices to:
- Help students understand the impact of their actions
- Repair harm and rebuild relationships
- Develop problem-solving and conflict-resolution skills

Whenever appropriate, staff will work with students to resolve concerns through restorative approaches before considering more serious disciplinary actions.

Discipline and Interventions

Excelsior uses a progressive and supportive approach to discipline. The goal is to correct behavior, teach appropriate alternatives, and maintain a safe learning environment.

Interventions may include, but are not limited to:
- Verbal warnings and redirection
- Parent/guardian communication
- Counseling or behavior support
- Restorative conversations or agreements
- Behavioral contracts or support plans
- Loss of privileges

More serious or repeated behaviors may result in formal disciplinary actions, including suspension or expulsion, in accordance with state law and school policy.

Discipline Guidelines
Student discipline will be handled in a fair and consistent manner. The level of intervention or consequence will depend on:
- The severity of the behavior
- The student's age and grade level
- Prior behavior and interventions
- The impact on others and the school environment

The school may also consider the context of the behavior, including whether it involves bullying, harassment, or safety concerns.

Suspension and Expulsion

In accordance with California Education Code Section 48900, a student may be subject to suspension or expulsion for serious misconduct, including but not limited to:
- Causing, attempting to cause, or threatening physical injury
- Possession, use, or sale of controlled substances, alcohol, or tobacco
- Possession of a weapon or dangerous object
- Theft or damage to school or private property
- Bullying, harassment, intimidation, or threats (including cyberbullying)
- Disruption of school activities or willful defiance (as allowed by law and grade level)
- Sexual harassment or acts of violence
- Possession or use of imitation firearms
- Hazing or extortion
- Possession of drug paraphernalia
- Use of profanity, vulgarity, or inappropriate conduct (when severe or repeated)

A complete list of behaviors is available in school Board Policy Reference 5016 and is aligned with Education Code 48900 and related sections.

Other Means of Correction (OMC)
Before suspension is considered, and whenever appropriate, the school will implement Other Means of Correction (OMC) to address behavior. These may include:

- Counseling or guidance sessions
- Restorative conferences or mediation
- Behavioral intervention plans
- Parent/guardian conferences
- Social-emotional skill development
- Community service or school-based support activities

OMC strategies are designed to correct behavior while keeping students engaged in school and learning.

Important Information for Families

- Suspension is typically used only when other interventions have not been successful or when behavior is serious
- Expulsion is considered for the most serious offenses, as defined by law
- Families will be notified of disciplinary actions and involved in the process when appropriate
- The school is committed to ensuring all disciplinary practices are fair, consistent, and supportive of student growth

Student Transition Plans & Safety-Based Placement

Excelsior Charter Schools is committed to maintaining a safe learning environment for all students and staff. In situations involving serious behavioral or safety concerns, the school may implement a Transition Plan to provide structured support.

A Transition Plan is a short-term, individualized intervention that may include temporary placement in Independent Study. It is used when:

- A student's behavior presents a significant safety risk to themselves or others
- Prior interventions, including Other Means of Correction (OMC), have not been successful
- A student enrolls with a documented history of serious behavioral concerns

What to Expect
When a Transition Plan is implemented:

- An administrator will review and approve the decision
- The school will meet with the parent/guardian and student to explain concerns, expectations, and supports
- A written plan will outline:
  - Behavior expectations
  - Supports (e.g., counseling, check-ins)
  - Criteria and timeline for return to campus

Re-entry to Campus
Student progress will be monitored during the transition period. A reentry meeting will be held to determine readiness to return to campus. Reentry may be full, phased, or delayed based on:

- Demonstrated behavioral improvement
- Participation in supports
- Ongoing safety considerations

Important Information:

- Transition Plans are used only for significant behavior or safety concerns
- They are not used for routine discipline or attendance issues
- Placement is temporary and based on a support plan
- Families will be involved throughout the process

Board Policy Reference: 5004

Closed Campus Policy
Excelsior Charter Schools strives to provide students with a safe, secure, and supervised learning environment. To support student safety and campus security, all campuses operate as closed campuses during the school day.

Students are required to check in and out through the Front Office using their student ID card when arriving, leaving, or departing campus during the school day. Students may not leave campus during school hours except:

- At their scheduled release time
- If signed out by a parent/guardian or authorized emergency contact
- If participating in approved dual enrollment college classes or other school-approved programs

Students leaving campus at the end of their school day are expected to leave promptly and either be picked up by a parent/guardian or travel directly home. Students may not leave campus for lunch unless signed out by a parent/guardian. Food deliveries from outside vendors or delivery services are not permitted, as they create disruptions to school operations, potential safety concerns, and may interfere with the school nutrition program. Excelsior Charter Schools offers free breakfast and lunch to all students, and students may also bring a lunch from home. Students who leave campus without authorization may be subject to disciplinary action in accordance with school policy.

Truancy
Students are expected to attend all scheduled classes, appointments, and instructional activities regularly and on time. Students who are absent from scheduled instructional time without a valid excuse, fail to attend scheduled appointments with their teacher or counselor, or are not current with attendance requirements may be considered truant in accordance with California Education Code and school policy.

During school hours, students should not be off campus or in the community without parent/guardian authorization or school approval. Unauthorized absences from campus or instructional activities may result in attendance interventions and disciplinary action as appropriate.

Loitering
Students who have completed their scheduled school day are expected to check out through the Front Office and leave campus promptly unless participating in a supervised school activity, tutoring, athletics, intervention, or another approved program.

Students should be picked up or depart campus within approximately 20 minutes after the end of their scheduled school day unless participating in an approved supervised activity. Students waiting for transportation or parent pickup must remain in designated supervised areas identified by the school.

Students may not remain in unauthorized areas of campus, including parking lots, hallways, classrooms, or areas not assigned to their schedule or approved activity. The parking lot and surrounding campus areas are considered part of the school campus, and all school rules, safety expectations, and behavioral standards apply while students are on school property.

Students remaining on campus without authorization, supervision, or a school-related purpose may be considered loitering and may be subject to school interventions or disciplinary action in accordance with school policy.

Ditching / Unauthorized Absence from Class
Students are expected to attend all scheduled classes, appointments, interventions, and instructional activities as outlined in their approved school schedule. Leaving class, failing to attend scheduled instructional time, or being in an unauthorized location during scheduled class time without permission may be considered ditching or an unauthorized absence.

Parents/guardians are responsible for notifying the school and excusing a student prior to the scheduled class or appointment time whenever possible.

Students who repeatedly miss scheduled instructional time, fail to attend required classes or appointments, or leave assigned areas without authorization may be subject to attendance interventions, loss of on-campus privileges, disciplinary action, or changes to their instructional placement in accordance with school policy, California Education Code, and compulsory education requirements.

DRESS CODE

Excelsior's dress code supports a safe, respectful, and productive learning environment while upholding student rights under California law, including protections related to expression, cultural identity, and nondiscrimination.
The purpose of the dress code is to promote safety, readiness for learning, participation in school activities, and a respectful school environment while minimizing loss of instructional time. Students are expected to dress in a manner that demonstrates they are ready to learn and participate fully in the school day.

General Expectations
Student clothing and accessories should promote:
- Safety and freedom from hazards
- Readiness for school activities and participation
- Maintaining instructional focus and minimizing loss to learning time
- Respect for the school community and the rights of others
- Compliance with school expectations regarding prohibited or unlawful content

Coverage Requirements
- Clothing must provide adequate and consistent coverage during normal school movement and activities.

Required coverage areas include:
- Chest/breast area
- Buttocks
- Groin
- Midsection

Additional expectations:
- Undergarments must not be visible at any time
- Bottoms must be worn securely at the waist with fasteners, straps, or closures properly fastened
- Sheer or transparent clothing must include layering that maintains required coverage

Clothing Guidelines
- Clothing must fit appropriately and safely for school activities
- Clothing may not drag on the ground
- Rips, tears, mesh, or openings may not expose areas required to be covered
- Sleepwear, including pajamas, blankets, and slippers, is not permitted

Shoes
- Shoes must be worn at all times
- Shoes must be secured to the foot (tied, buckled, or strapped)
- Slides, flip-flops, slippers, and backless shoes are not permitted

Accessories & Appearance

- Accessories that pose a safety risk (e.g., spikes, heavy chains, sharp objects) are not allowed
- Excessive fragrances should be avoided due to allergies and sensitivities
- Hats and appropriate headwear may be worn indoors provided they comply with dress code requirements, do not create a safety concern, and do not interfere with instruction or student engagement. Staff may address situations where headwear prevents a student from actively participating, communicating, or remaining attentive during instruction.

Prohibited Content

Clothing and accessories may not display:

- Gang-related symbols or affiliation
- Profanity, hate speech, or discriminatory language
- Drug, alcohol, or tobacco references
- Weapons or replica weapons
- Violent imagery
- Sexually explicit content

In accordance with California Education Code §35183, student attire may not include items that are gang-related, obscene, libelous, slanderous, or likely to incite unlawful acts or cause a substantial disruption to the orderly operation of the school.

Cultural Expression, Hair, and Identity

Excelsior respects student identity and expression in accordance with California law.

- This dress code will be enforced in a manner consistent with the CROWN Act (Education Code §212.1 and Government Code §12926), which prohibits discrimination based on hair texture and protective hairstyles.
- Students may wear hairstyles, head coverings, and accessories consistent with religious, cultural, or personal identity, unless they create a legitimate safety concern or substantially disrupt the educational environment
- Enforcement of the dress code will not be based on a student's race, ethnicity, gender identity, gender expression, body type, or cultural background

Costumes and School Events

Costumes may be worn only during approved events and must:

- Follow all dress code requirements
- Not include weapons, replica weapons, graphic imagery (e.g., blood/gore), or prohibited content
- Not conceal identity unless specifically approved

Administration will determine appropriateness on a case-by-case basis.

Dress Code Enforcement & Student Rights

Dress code concerns will be addressed respectfully and, when possible, privately, with the goal of keeping students in class and minimizing loss of instructional time.

Students will be given an opportunity to correct violations before further consequences are applied.

- 1st Violation: Warning, opportunity to remedy, and documentation
- 2nd Violation: Warning, parent/guardian contact, opportunity to remedy, and documentation
- 3rd Violation: Loss of privileges and further disciplinary action as determined by administration

If a student chooses not to remedy a dress code violation after being given the opportunity to do so, the student may not be permitted to attend class until the issue is corrected.

To support compliance:

- The school may provide temporary clothing (e.g., shirts or sweatpants), or
- A parent/guardian may bring appropriate clothing

Students will not be removed from instruction unless there is a safety concern or refusal to comply after being given an opportunity to correct the issue.
Students who believe the dress code has been enforced unfairly may request a review by site administration.

Administration retains final authority in determining dress code compliance and enforcement.

Board Policy Reference: 5008

BULLYING, HAZING, AND HARASSMENT PREVENTION

Excelsior Charter Schools is committed to maintaining a safe, respectful, and inclusive learning environment for all students. Bullying, hazing, and harassment of any kind are strictly prohibited and will not be tolerated, in accordance with California law.

Board Policy Reference: 2004

What is Bullying?
Under California law, bullying is intentional, unwanted behavior—physical, verbal, written, or electronic—that is typically repeated over time and:

- Causes, or is likely to cause, physical or emotional harm, fear, or distress, or
- Interferes with a student's ability to participate in or benefit from school, or
- Creates an intimidating, hostile, or unsafe school environment

A single severe incident may also be considered bullying if it has a lasting or significant impact on a student's safety or well-being.
Bullying can include behavior based on a student's actual or perceived characteristics, such as race, ethnicity, religion, gender, gender identity, sexual orientation, disability, or association with a person or group with one of these characteristics.
(Education Code 48900(r), 48900.2, 48900.3, 48900.4; 234.1)

What is Hazing?
Hazing is any activity expected of someone joining or participating in a group that may cause physical, emotional, or social harm, regardless of a student's willingness to participate. Hazing is prohibited.
(Education Code 48900(q))

Conflict vs. Bullying
Not all disagreements are bullying:

- Conflict: A mutual disagreement between students
- Bullying: One-sided, intentional harm where a student has difficulty defending themselves

Student Expectations
Students are expected to:

- Treat others with respect and dignity
- Use appropriate behavior both in person and online
- Report bullying or hazing
- Refuse to participate in or encourage harmful behavior
- Avoid retaliation

How to Report Bullying or Hazing
Students and parents/guardians should report concerns as soon as possible to:
- Any school staff member
- The Center Director or site administration

Reports may be made verbally or in writing.

What Happens After a Report
- Reports are taken seriously and investigated promptly
- Parents/guardians are notified, as appropriate
- The school will take action, which may include interventions, supports, or discipline
- The situation will be monitored to ensure the behavior stops

Complaints involving discrimination, harassment, intimidation, or bullying may also be filed through the school's Uniform Complaint Procedures (UCP). Please see the Uniform Complaint Procedures section of this handbook for more information on how to file a formal complaint.

(Education Code 234.1; 5 CCR 4622)

Due to privacy laws, detailed disciplinary actions involving other students cannot be shared.

Protection from Retaliation
Retaliation against anyone who reports bullying or participates in an investigation is strictly prohibited.

(Education Code 234.1)

Support for Students
Support may include:
- Counseling or wellness services
- Behavior interventions
- Safety planning

Partnering with Families
Families are encouraged to:
- Talk regularly with their student about school experiences
- Reinforce kindness, empathy, and respect
- Report concerns early
- Work collaboratively with school staff

TITLE IX

Excelsior Charter Schools is committed to providing a learning environment free from discrimination, harassment, intimidation, and bullying.

No student shall be excluded from participation in, denied the benefits of, or subjected to discrimination based on actual or perceived sex, sexual orientation, gender, gender identity, or gender expression, in accordance with Title IX of the Education Amendments of 1972 and California law.

What Does Title IX Protect Against?
Title IX protects students from:
- Sexual harassment or misconduct
- Discrimination based on sex, gender, or gender identity
- Unequal access to educational programs, activities, or athletics

(Education Code 200–220; 212.5)

Sexual Harassment (Definition)
Sexual harassment includes unwelcome sexual conduct (verbal, visual, or physical) when:
- It affects a student's academic environment or participation, or
- Creates an intimidating, hostile, or offensive school environment

Reporting Concerns
Students and parents/guardians are encouraged to report concerns to:
- Any school staff member
- The Title IX Coordinator

Title IX Coordinator:
Camren Jones
Assistant Superintendent of Student Services
camrenj@excelsior.com

Reports should be made as soon as possible. Complaints may also be submitted in writing.

How the School Responds
Excelsior will:
- Take all reports seriously
- Respond promptly and appropriately
- Investigate concerns
- Take steps to stop the behavior, prevent recurrence, and support students

Retaliation against anyone who reports or participates in an investigation is strictly prohibited.

Complaint Options
Concerns related to discrimination, harassment, intimidation, or bullying may also be filed through the school's Uniform Complaint Procedures (UCP).

Please see the UCP section of this handbook for more information.
Complaints may also be filed with:
- The U.S. Department of Education, Office for Civil Rights (OCR)
- The California Department of Education (CDE)

Student Rights Under Title IX
Students have the right to:
- Fair and equitable treatment
- Equal access to academic programs, activities, and athletics
- Speak with the Title IX Coordinator about concerns
- File a complaint without fear of retaliation
- Receive support and appropriate response from the school

Please see the UCP section of this handbook for more information.
Complaints may also be filed with:
- The U.S. Department of Education, Office for Civil Rights (OCR)
- The California Department of Education (CDE)

Student Rights Under Title IX
Students have the right to:
- Fair and equitable treatment
- Equal access to academic programs, activities, and athletics
- Speak with the Title IX Coordinator about concerns
- File a complaint without fear of retaliation
- Receive support and appropriate response from the school

Board Policy Reference: 2015

UNIFORM COMPLAINT PROCEDURES (UCP)

Excelsior Charter Schools uses the Uniform Complaint Procedures (UCP) to investigate and resolve complaints involving violations of state or federal laws or regulations governing educational programs.

What Types of Complaints Are Covered?
The UCP may be used for complaints involving:

- Discrimination, harassment, intimidation, or bullying based on protected characteristics
- Educational program requirements required by state or federal law
- Pupil fees
- Local Control and Accountability Plans (LCAP)
- Educational rights of foster youth, homeless youth, and other identified student groups
- Other programs and requirements identified under California law

Who Can File a Complaint?
A complaint may be filed by:

- Students
- Parents/guardians
- Employees
- Community members or organizations

Complaints may also be filed anonymously. If assistance is needed to file a complaint, the school will provide support.

How to File a Complaint
Complaints must be submitted in writing (including email).

UCP Coordinator:
Dale Lee
Assistant Superintendent of Administrative Services
dalel@excelsior.com

Timeline:

- Most complaints must be filed within one (1) year of the incident
- Complaints involving discrimination, harassment, intimidation, or bullying may be filed within six (6) months, unless extended by law

Investigation Process
- The school will investigate the complaint and gather relevant information
- Both parties may present evidence
- The school will issue a written Investigation Report within 60 calendar days, unless extended by agreement

The report will include:
- Findings of fact
- Conclusions
- Any corrective actions, if needed
- Information about how to appeal

Appeals
If you disagree with the decision, you may appeal to the California Department of Education (CDE) within 30 calendar days of receiving the report.

Confidentiality and Non-Retaliation
- Complaints will be handled as confidentially as possible
- Retaliation is strictly prohibited

Additional Information
- Complaints related to child abuse, licensed childcare facilities, or employment discrimination are referred to the appropriate outside agencies
- Complainants may pursue civil law remedies where applicable

Williams Complaints
Concerns about:
- Instructional materials
- Teacher vacancies or misassignments
- School facility conditions may be filed under the Williams Complaint Procedures, available at each school site and on the school website.

Williams Coordinator:
Dale Lee
Assistant Superintendent of Administrative Services
dalel@excelsior.com

Board Policy Reference: 2016

KNOW YOUR RIGHTS: SAFE SCHOOLS & COMPLAINTS QUICK GUIDE

You have the right to:
- A safe, respectful, and inclusive school environment
- Be free from bullying, harassment, and discrimination
- Report concerns without fear of retaliation
- Have complaints investigated promptly and fairly
- Receive a written response to formal complaints

If You Experience or Witness Bullying:
- Tell a teacher, staff member, or administrator
- Ask for help—support is available
- You may also file a formal complaint through UCP

If You File a Complaint:
- The school will investigate
- You will receive a written decision within 60 days
- You may appeal to the California Department of Education

Important Protections:
- Retaliation is not allowed
- Your privacy will be protected as much as possible

Need Help:
Camren Jones
Assistant Superintendent of Student Services
camrenj@excelsior.com

CAMPUS SAFETY, IDENTIFICATION AND EMERGENCY PREPAREDNESS

The safety and well-being of our students, staff, and visitors is a top priority. Our school implements comprehensive safety procedures in alignment with California Education Code and best practices to ensure a secure and supportive learning environment.

Safety Drills and Emergency Procedures

To prepare for emergencies, the school conducts regular safety drills throughout the school year.

Required Drills
In accordance with California law:
- **Fire Drills:** Conducted no less than twice per school year.
- **Earthquake Drills:** Conducted at least twice per school year

Additional drills include:
- **Lockdown or active threat drills**
- **Safeguard or external threat drills**

For additional information, please see the Comprehensive Safety Plan for your school campus posted on the website.

Student Expectations During Drills
Students are expected to:
- Follow all staff directions immediately
- Remain calm, quiet, and respectful
- Take all drills seriously
- Stay with their assigned class or supervising staff
- Refrain from using cell phones unless directed

Disrupting a drill or failing to follow procedures may result in disciplinary action.

Emergency Communication
In the event of an emergency, the school will communicate with families using school communication systems. Families should keep contact information current and avoid coming to campus unless directed.

Student Identification (ID) Cards

To maintain a safe campus environment, all students are required to carry school-issued identification.

ID Requirements
In alignment with CA Education Code Section 48902:
- Students must always have their school-issued ID card in their possession while on campus
- Students may be required to wear their ID visibly, as determined by site administration
- Students must present their ID upon request by school staff

Student I.D. cards may also be used for:
- School Lunch Program
- Library
- Public Transportation
- School Functions and Discounts

Lost or Forgotten IDs
- Replacement of lost or damaged ID cards may result in a fee:
  - 1st & 2nd replacement: no charge (free)
  - Any additional replacements: $1.00 each

Crisis Hotline Information on Student ID Cards
In accordance with CA Education Code Section 215.5, student ID cards for grades 7–12 include crisis support resources.
Student ID cards include:
- National Suicide Prevention Lifeline: Call (1-800-273-8255) or text (988)
- Crisis Text Line: Text (HOME) to (741741)
- National Domestic Violence Hotline: Call (1-800-799-7233)
- The Trevor Project Lifeline (LGBTQ+ support): Call (1-866-488-7386) or text (START) to (678-678)

These services are free, confidential, and available 24 hours a day, 7 days a week.

Campus Security Measures
To maintain a safe and secure learning environment, the school implements layered safety procedures across all campuses. Safety procedures may vary slightly by site based on facility design and operational needs, but all practices are applied consistently and equitably.

Metal Detectors and Universal Screening

All students are required to participate in daily campus entry screenings.
- All students will pass through a metal detector or security screening system upon entry to campus
- This is a universal safety measure, meaning all students are screened
- Screening is conducted in a consistent and equitable manner across campuses

Students who refuse to participate in required screening may be denied entry and may be subject to disciplinary action. Visitors may also be subject to screening as a condition of entry.

Backpack Screening Procedures (Site-Based)

At some campuses, additional safety procedures may include daily backpack inspections for all students.

- All student backpacks and bags may be subject to inspection upon entry
- Students may be asked to open bags or remove items for visual inspection
- These procedures are applied consistently to all students at that site

These screenings are:
- Preventative in nature
- Not based on individual suspicion
- Designed to maintain a safe environment for all

Students bringing personal items onto campus are expected to comply with these procedures.

Our Commitment to Student Safety
The safety of every student is a shared priority. School-wide screening procedures, including metal detectors and, at some campuses, routine backpack checks, are in place to help prevent unsafe items from entering campus.
These measures are applied to all students in a consistent and respectful manner. We understand that these procedures may feel new or different for some families, but they are an important part of maintaining a safe environment where all students can learn and thrive.

We appreciate the cooperation of students and families in supporting these important safety practices.

Search and Seizure Policy

Excelsior Charter Schools is committed to maintaining a safe, secure, and orderly learning environment while respecting students' rights. The school may conduct searches of students, student property, lockers, vehicles, or other student-use areas when there is reasonable suspicion that a student possesses items that are illegal, dangerous, stolen, or prohibited by school rules.

Any prohibited items discovered during a search may be confiscated and turned over to law enforcement when required by law. Searches will be conducted in accordance with applicable laws and with respect for student rights and privacy.

Please see the Board Policy on Search and Seizure located on Excelsior's website for additional information.

Board Policy Reference: 2001

Student Searches Based on Reasonable Suspicion
School administrators or designees may search a student's person, backpack, or personal property when there is reasonable suspicion that the student:

- Is in possession of an item that violates school rules
- May pose a threat to the safety of students or staff

Searches will be reasonable in scope, related to the suspected violation, and conducted in a manner that respects student privacy.

Backpacks and Personal Property

- Backpacks, bags, and personal items may be searched when reasonable suspicion exists
- The school does not conduct random or arbitrary searches of individual students or their property

Students are responsible for the contents of all items they bring onto campus.

Students should **NOT** bring the following items to schools:

- Permanent Markers
- Glass Bottles
- Tobacco, Vape, or Drug Paraphernalia
- Pepper Spray
- Gum
- Sharp Objects
- Weapons
- Speakers
- Medication (not approved by front office)

Daily screening practices, including metal detectors and site-based backpack inspections for all students, are preventative safety measures and are not considered individualized searches.

FAMILY RIGHTS, POLICIES, AND COMMUNICATION

Communication Guidelines

Excelsior Charter Schools values strong partnerships between families and school staff. Clear, respectful, and timely communication supports student success and a positive school climate.

Primary Communication Platforms
Excelsior utilizes the following systems for school communication:
- ParentSquare – school-wide notifications (calls, texts, emails)
- Aeries Parent Portal – student information, grades, attendance, and official records

These systems are maintained to ensure accurate contact information and timely delivery of messages.

Parents/guardians are responsible for:
- Keeping contact information current in Aeries
- Reviewing communications regularly
- Responding to school inquiries in a timely manner

Communication Expectations
All communication between families, students, and staff should:
- Be respectful, professional, and focused on student success
- Promote collaboration and problem-solving
- Occur through appropriate school channels

Excelsior staff will:
- Respond to parent/guardian communication within a reasonable timeframe
- Provide clear and accurate information
- Address concerns at the appropriate level

Concerns should be addressed following the chain of communication:
- Teacher or staff member
- School administration
- District administration (if needed)

Parent/Guardian Rights and Responsibilities

Parents/guardians have the right to:
- Access their child's educational records and request corrections if needed

- Receive required annual notifications and policy information (Ed Code 48980)
- Be informed of their child's academic progress, attendance, and behavior
- Participate in school programs, meetings, and decision-making opportunities
- File complaints through the Uniform Complaint Procedures (UCP)

Parents/guardians are expected to:
- Support their child's education, attendance, and behavior
- Monitor student progress through Aeries and school communications
- Maintain updated contact information
- Communicate concerns respectfully and appropriately
- Follow all school policies and campus procedures

Excelsior expects all parents/guardians to model respectful behavior and contribute to a safe school environment.

Information regarding policies, procedures, and complaints is available on the Excelsior website: https://excelsior.com

Parent Code of Conduct

Excelsior Charter Schools is committed to maintaining a safe, respectful, and harassment-free environment for all students, families, and staff.

The Parent Code of Conduct is based on the following expectations:
- Assume positive intent and focus on student needs
- Demonstrate respectful communication at all times
- Refrain from profanity, intimidation, or disruptive behavior
- Listen actively and allow others to speak without interruption
- Work collaboratively with staff to resolve concerns

Abusive, threatening, or disruptive behavior is not permitted and may result in restricted campus access or further action consistent with Education Code 32210

Student Rights and Responsibilities

Students have the right to:
- A safe, inclusive, and supportive learning environment
- Be free from discrimination, harassment, intimidation, and bullying
- Access academic programs and support services
- Receive instruction in a respectful and orderly environment

Students are expected to:
- Follow all school rules and staff directions
- Be respectful, responsible, and safe at all times
- Treat others with kindness and courtesy
- Use appropriate language and behavior in all settings

Students are expected to:
- Follow all school rules and staff directions
- Be respectful, responsible, and safe at all times
- Treat others with kindness and courtesy
- Use appropriate language and behavior in all settings

Students must demonstrate appropriate behavior:
- On campus
- At school-sponsored events
- During online or digital interactions

Students are responsible for contributing to a positive school climate and reporting concerns when necessary.

Staff and Student Interaction

Excelsior Charter Schools is committed to maintaining professional, appropriate, and respectful relationships between staff and students.

Staff are expected to:
- Model respectful and appropriate behavior at all times
- Maintain professional boundaries in all interactions
- Communicate with students in a manner consistent with educational purposes
- Provide a safe and supportive learning environment

Students are expected to:
- Interact respectfully with all staff members
- Follow directions and classroom expectations
- Report concerns related to inappropriate behavior

All staff-student interactions must align with:
- School policies
- Professional standards
- Student safety and well-being

Visitor Check-In and Campus Access

To ensure campus safety, all visitors must follow established check-in procedures.

Visitor Requirements
- All visitors must report to the front office immediately upon arrival
- Visitors are required to present a valid government-issued photo ID

Visitor Management System and Privacy
The school uses the Verkada Guest Management System to register and monitor visitors, enhance campus safety, and screen against publicly available databases, including registered sexual offender registries. Information collected is used solely for school safety and security purposes and is handled in accordance with applicable privacy laws, including the Family Educational Rights and Privacy Act (FERPA) where applicable. Access to this information is limited and not used for unrelated purposes.

Visitor Badges
- A visitor badge will be issued upon check-in
- Visitors must always wear their badge visibly while on campus
- Badges must be returned to the front office upon departure

Individuals who do not complete the check-in process will not be permitted on campus.

Board Policy Reference: 2012

Classroom Visits and Parent/Guardian Access

We value family engagement and welcome parent/guardian involvement while maintaining a safe and focused instructional environment.

Classroom Visits
- Visits must be scheduled in advance and approved by the school. Contact your school site administrative office
- Visits may be limited in duration and frequency to minimize disruption

Visitor Expectations
- Visitors must complete check-in procedures and wear a visitor badge
- Visitors are expected to observe quietly and not interrupt instruction
- Interaction with students other than one's own child is not permitted unless authorized

The school reserves the right to limit or reschedule visits to ensure safety and instructional continuity.

Shared Responsibility for Safety
Maintaining a safe school environment is a shared responsibility. Students, staff, families, and visitors are expected to follow all safety procedures and report any concerns to school personnel.

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Our school is committed to providing all students with a safe, clean, and effective learning environment. Under California law, parents/guardians, students, and community members have the right to file a complaint if the school is not meeting basic standards. This is known as the Williams Uniform Complaint Procedure (UCP).

What Can I File a Complaint About?
You may file a Williams complaint if you believe any of the following conditions exist:

Instructional Materials
- Students do not have sufficient textbooks or instructional materials to use in class and take home.
- Materials are not aligned to state standards or are in poor or unusable condition.

Teacher Assignment
- A teacher is not properly credentialed or assigned to teach the subject or class.
- A class is being taught by a substitute teacher for an extended period without appropriate replacement.

Facilities Conditions
- School facilities are not clean, safe, or maintained in good repair.
- Issues such as broken heating/air conditioning, plumbing problems, pest infestations, or unsafe conditions.

How Do I File a Complaint?
Complaint forms are available on the school's website, or you can contact your school site administrator's office for assistance. You may submit a complaint anonymously if you choose. Completed forms can be turned in to the school office or the Assistant Superintendent of Administrative Services at the District Office.

What Happens After I Submit a Complaint?
The school will investigate the complaint within 30 working days. If the issue is valid, the school will take corrective action and you will receive a written response within 45 working days.

Appeals
If you are not satisfied with the school's response, you may appeal the decision to the County Office of Education within 15 days of receiving the response.

Additional Information
Complaints regarding facility conditions that pose an immediate health or safety risk will be addressed as quickly as possible. A notice summarizing these rights is posted in all classrooms.

Board Policy Reference: 2018

VIDEO SURVEILLANCE CAMERA USE

Why We Use Cameras
Excelsior Charter School uses video surveillance cameras (no audio) on campus to help keep students, staff, and visitors safe and to protect school property. Cameras are placed only in public areas such as hallways, lobbies, parking lots, walkways, athletic fields, and entrances/exits.

Cameras are NOT placed in classrooms while students are receiving instruction, offices, locker rooms, restrooms, or any private areas.

Notice
You are notified through this handbook and student/parent materials that video surveillance may occur on school property.

How Long Is Footage Kept?
Routine footage is generally kept for up to 30 days and then automatically deleted. Footage related to an incident, accident, or request is preserved longer until the matter is resolved.

Your Privacy & Rights
- Students and staff have no reasonable expectation of privacy in the public areas where cameras are used.
- Footage is treated as a confidential student record (protected by FERPA).

Parents/Guardians
If video footage directly relates to your child and is maintained as part of their education record (for example, used in a disciplinary matter), you have the right under Federal and State law to request to inspect and review it. Submit a written request to the school principal. The school will respond within 45 days. Viewing will take place with a school administrator present. The school is not required to provide copies in most cases.

- If the footage shows other students, the school will follow legal procedures to protect everyone's privacy.

Video and Sound Recording of Instruction and Virtual Classrooms
As a general rule, students, parents, the public and the media may not video or audiotape classroom instruction or any other instructional activities that occur in school. It is the opinion and belief of the Department of Education as well as Excelsior Charter School that students and staff have a reasonable expectation of privacy regarding their performance in class. Students must feel free to respond to a teacher's questions, to participate in class discussions and to develop their vocational, artistic or other educational skills in an environment conducive to learning. This includes taking pictures, videos and screenshots in virtual classrooms as that could be a violation under FERPA.

Teachers, principals and other school administrators may use audio and/or videotape for legitimate educational or administrative purposes, including but not necessarily limited to:

- Evaluating student and/or teacher performance
- Developing student or staff skills through self-assessment
- Accommodating the needs of students or staff with disabilities
- For Teacher credential programs with Parent/Guardian notification

Video or audiotape recordings of students or staff instructional programs or activities are either confidential student records under FERPA or confidential personnel records and are not public records.

Students participating in virtual classrooms are hereby notified that they may be taped during class and the class instruction will be archived for future use.

Board Policy Reference: 8004