

Excelsior Charter
2022-23 School Accountability Report Card
Reported Using Data from the 2022-23 School
Year
California Department of Education

Address:	15505 Civic Drive Victorville, CA , 92392	Principal:	Derek King, Superintendent
Phone:	(760) 245-4262	Grade Span:	7-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Derek King, Superintendent

📍 Principal, Excelsior Charter

About Our School



I am honored to serve the students, staff, families and community as the Superintendent for Excelsior Charter Schools. My intent is to ensure that our families have a clear advantage by choosing to attend any campus within the Excelsior Charter School system. We ensure that our campuses and online environments are safe and provide the best atmospheres to encourage learning and mental health for all students. We continue to attract and develop the strongest classroom, distance learning and school site leaders by committing to continuous improvement for every employee within our organization.

The foundation of my leadership rests in modeling the strongest school leadership behaviors and the Correlates of Highly Effective Schools:

1. Clearly stated mission and vision – Our mission of Together, Preparing Students to Be Successful Adults is our true north. Our priorities, instructional goals, budgets and strategic plans are focused to prepare our students college acceptance and the workforce transition upon

graduation. We accept the responsibility and accountability for the success of all students.

2. Instructional leadership by all administrators and staff members– As the Superintendent I hold the primary role in instructional leadership. Our Principals embrace this role at the site level by building a community of shared values with our Teachers, Facilitators, Support Staff and family members. We will continue to build environments that nurture collaboration that is learner centered.
3. A safe and orderly environment for learning – Our schools and online spaces will remain positive, purposeful, businesslike environments that are free from the threat of physical and emotional harm.
4. Climate of high expectations of student success– Our efforts are focused on learning and not merely instruction. We hold the highest expectations for all students, staff members, teachers and administrators. All Excelsior students develop Personal Life Plans (PLP) with the assistance of our Teaching and Facilitation staff. Our goal is that all students reach their college and career transition milestones upon graduation. While in high school we support free college attendance through our partnerships with several regional community colleges.
5. Frequent monitoring of student progress– Excelsior frequently measures academic student progress through a variety of assessment procedures. The monitoring of student learning emphasizes more authentic assessments of curriculum mastery. Assessment results are used to improve individual student performance and also improve instructional delivery. Assessment results show that alignment exists between the intended, taught, and tested curriculum.
6. Opportunity to learn and time on task– While we offer a hybrid teaching model we work hard to maximize and extend the instructional time by our teachers being well prepared and the use of technology to support students who are learning from home.
7. Positive home/school relations– Our goal is to build and maintain a high level of trust and open communication channels with our students, parents and community members. We work hard to develop processes to listen to the suggestions and concerns of our families. Your student’s success is our shared goal.

My own children are Excelsior Charter School graduates. I strongly believe that attending Excelsior provides students and families an advantage over other school options. Thank you for trusting us with your students. It is my honor to continue to serve our students, families and staff and look forward to working with our Excelsior staff to provide safe, academically rigorous learning environments

Contact

Excelsior Charter
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Contact Information (School Year 2023-24)

DistrictContactInformation(SchoolYear2023–24)	
DistrictName	Excelsior Charter Schools
PhoneNumber	760-245-4262
Superintendent	King, Derek
EmailAddress	DerekK@excelsior.com
Website	www.excelsior.com
SchoolContactInformation(SchoolYear2023–24)	
SchoolName	Excelsior Charter
Street	15505 Civic Drive
City, State, Zip	Victorville, CA , 92392
Phone Number	(760) 245-4262
Principal	Derek King, Superintendent
EmailAddress	derekk@excelsior.com
Website	www.excelsior.com
GradeSpan	7-12
County-District-School(CDS)Code	36103633630761

School Description and Mission Statement (School Year 2023-24)

Excelsior Charter School (ECS) serves the secondary grade (7th - 12th) educational needs of the entirety of San Bernardino County through our countywide benefit charter authorization from the San Bernardino County Board of Education. Excelsior Charter Schools has San Bernardino county campuses located in San Bernardino, Victorville, North Victorville, Phelan, Barstow, Ontario and Redlands. Excelsior Charter Schools also supports the educational needs of the secondary grade (7th-12th) families in the City of Corona. Excelsior Charter School Corona Norco (ECSCN) is operated under the authorization of the Riverside County Board of Education. Although authorized under different entities, ECS and ECSCN utilize identical operational designs and have joint organizational supervision and direction with the Superintendent and Cabinet administering both entities. For the purposes of understanding this Self-Study, whenever Excelsior Charter Schools is used ECS and ECSCN is being jointly considered. Any required separation will highlight ECS or ECSCN respectively.

The county of San Bernardino is currently home to approximately 2,181,654 people and is the largest county in the contiguous United States. Altogether there are 24 incorporated cities and towns in the county that include Adelanto, Apple Valley, Barstow, Big Bear Lake, Chino, Chino Hills, Colton, Crestline, Fontana, Grand Terrace, Hesperia, Highland, Joshua Tree, Lake Arrowhead, Loma Linda, Lucerne Valley, Montclair, Needles, Ontario, Rancho Cucamonga, Redlands, Rialto, Running Springs, San Bernardino, Twentynine Palms, Upland, Victorville, Wrightwood, Yermo, Yucaipa and Yucca Valley. The total of the county's cities and towns also include some unincorporated communities (Crestline, Lake Arrowhead, Lucerne Valley, etc.). According to the United States Census Bureau, the county has a total area of 20,105 square miles of which, 20,057 square miles of it is land and 48 square miles of it is water.

The region has a history of citrus orchards originally planted in 1857, and vineyards planted as early as 1840s. More than three-quarters (80%) of San Bernardino County is vacant land and 15% of the land is used for military purposes. The mean travel time to work for workers ages 16+ between 2015-2019 was 31.6 minutes. The mountains are home to the San Bernardino National Forest, and include the communities of Crestline, Lake Arrowhead, Running Springs, Big Bear City, Forest Falls, and Big Bear Lake. The San Bernardino Valley is at the eastern end of the San Gabriel Valley and is part of the Inland Empire. The Inland Empire area of Southern California is made up of the southwestern portion of San Bernardino County and western portion of Riverside County. According to the most recent data per the U.S. Census Bureau, San Bernardino's ethnic distribution is currently as follows: 76.6% Caucasian, 54.4% Hispanic or Latino, 3.6% two or more races, 9.4% African American, 8% Asian, 2.1% American Indian and Alaska Native, 0.5% Native American and Pacific Islander. Of residents 25 years old and above, 80% have an education level of high school graduate or higher and 21% have obtained a bachelor's degree or higher. According to the U.S. Census Bureau, the median income level per household in 2015-2019 was \$63,362. The percentage of people ages 5+ who speak a language, other than English, at home between 2015-2019 was 42.1%.

Program Overview:

Excelsior Charter School is an accredited and State-funded charter school comprised of 8 campuses located in San Bernardino and Riverside counties serving 7th through 12th grade students. Excelsior's program is a non-classroom funded, hybrid learning program that includes in-person, virtual and independent study classes, along with concurrent college enrollment and Career Technical Education opportunities. Once the student is enrolled, he or she is given a class schedule with the appropriate classes and coursework and is also assigned to a Facilitator. The Facilitator serves as an advocate and primary point of contact for the student's Personal Life Plan and ongoing school needs. The Facilitator is also the person with whom the student and parent or guardian commit to meeting with regularly. These meetings are referred to as Facilitator Meetings. The Facilitator meetings can be held for individual families or with a group of families. Students have the option of

signing up for on-campus classes, virtual classes and independent study courses. Due to maximum classroom capacities, campuses use a priority registration process to determine on-campus class availability. On-campus workshop courses are offered Tuesday through Friday at all Excelsior school sites. Due to our non-classroom funding model, all students have the option of taking any combination of on-campus classes, virtual classes, independent study or college classes (when academically appropriate). California State Senate Bill 98 requires that all Excelsior students be provided access to weekly synchronous, live instruction. All Excelsior Charter schools employ on-campus classes and live virtual classes to comply with this order. To gauge academic progress across our system, Excelsior utilizes a common assessment. Unit examinations are conducted quarterly with formative quizzes and tests completed at various intervals identified in the respective course pacing. Examinations are conducted on each campus for four days at the completion of every unit of study. Two versions of each examination are available for completion with the highest grade being utilized for each student's course credit. All core courses and most elective courses are broken into units that span the entire quarter with daily objectives that are aligned to state standards. Students access the curriculum through the online Canvas Learning Management system. The pacing guide in Canvas identifies what the student should accomplish each day in order to complete the necessary amount of work within the allotted time period. Parents are separately able to access the curriculum and communicate with the Teacher through Canvas.

Communication and collaboration are critical to the success of our program. We aim to achieve a high level of school connectedness with our students and parents. The use of Facilitators, collaboration focused Learning Management Systems and the inclusion of on-campus classes, virtual classes and dual enrollment make Excelsior's program unique amongst non-classroom and traditional seat time programs. We believe that Excelsior's hybrid, differentiated delivery model to be one of the best efforts to meet the unique needs of secondary grade students.

Mission Statement: "Together, preparing students to be successful adults". Our priorities, instructional goals, budgets and strategic plans are focused to prepare our students for college acceptance and the workforce transition upon graduation. We accept the responsibility and accountability for the success of all students.?

Goals:

All stakeholder groups help establish the goals represented in our LCAP, WASC, Strategic Plan, and SPSA through direct input on surveys, participation in virtual and live focus groups, board meetings and community townhall meetings. Excelsior's Local Control Accountability Plan for 2021 through 2024 has the following goals:

- *Increase mathematics average outcomes by 7 points for all student groups.*

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Internally the student STAR Renaissance performance data is used to track the progress toward this goal. The STAR Renaissance assessment is administered 3 times prior to the annual CAASPP assessment and an additional time prior to the end of the school year. Annual CAASPP results are used as a summative measurement.

- ♦ *Increase English Language Arts average outcomes by 7 points for all student groups.*

Internally the student STAR Renaissance performance data is used to track the progress toward this goal. The STAR Renaissance assessment is administered 3 times prior to the annual CAASPP assessment and an additional time prior to the end of the school year. Annual CAASPP results are used as a summative measurement.

- ♦ *Increase College Career Readiness Preparedness level by 6% annually.*

Dual enrollment course completion, transcript evaluation for A-G compliance and STAR performance is used to identify progress towards this goal.

- ♦ *Increase English Learner Performance achievement to medium.*

Frequent monitoring of student performance for EL identified students and the summative ELPAC results are used to track and measure progress toward this goal.

- ♦ *Increase Teacher and Administrator Teaching and Learning efficacy through professional development.*

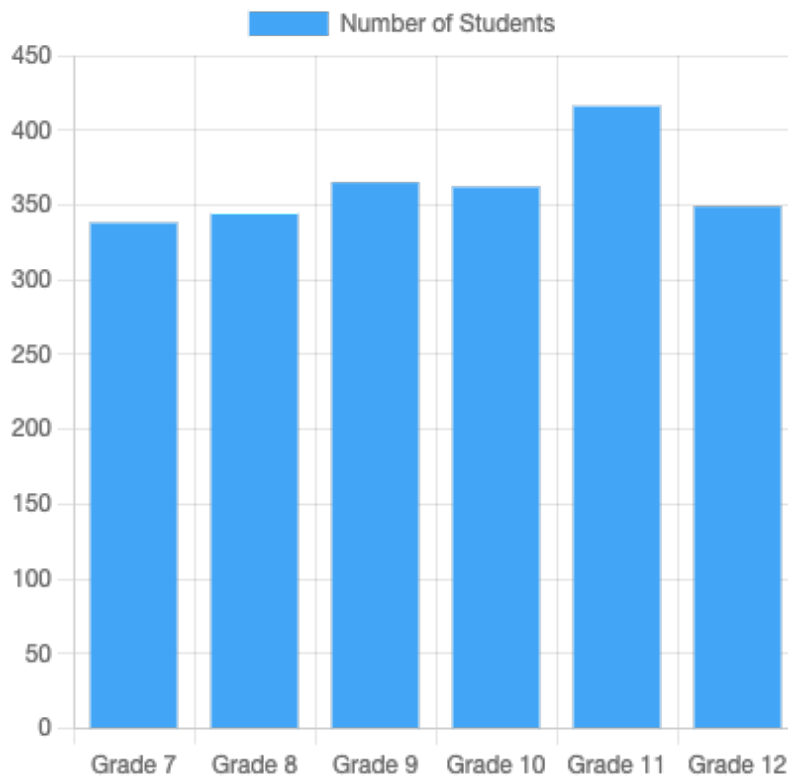
A review of the Professional Development Calendar, classroom observations, student performance and Teacher survey responses are used to identify progress toward this goal.

- ♦ *Increase Career Technical Education offerings.*

A year over year comparison of the CTE offerings is used to identify progress towards this goal.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 7	338
Grade 8	344
Grade 9	365
Grade 10	362
Grade 11	416
Grade 12	349
Total Enrollment	2174



Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.60%
Male	49.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.41%
Asian	0.69%
Black or African American	9.50%
Filipino	0.50%
Hispanic or Latino	58.40%
Native Hawaiian or Pacific Islander	0.09%
Two or More Races	4.40%
White	26.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.80%
Foster Youth	0.90%
Homeless	3.20%
Migrant	0.00%
Socioeconomically Disadvantaged	42.80%
Students with Disabilities	16.80%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.40	35.24%	230.40	62.22%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.10	2.92%	7.10	1.94%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.10	10.91%	23.10	6.26%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	36.70	48.95%	49.70	13.43%	12115.80	4.41%
Unknown/Incomplete/NA	1.40	1.96%	59.80	16.14%	18854.30	6.86%
Total Teaching Positions	75.00	100.00%	370.40	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.70	52.11%	203.70	53.17%	234405.20	84.00%
Intern Credential Holders Properly Assigned	7.80	11.44%	11.60	3.04%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.50	9.54%	23.60	6.17%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	17.10	25.01%	32.70	8.55%	11953.10	4.28%
Unknown/Incomplete/NA	1.20	1.85%	111.30	29.06%	15831.90	5.67%
Total Teaching Positions	68.60	100.00%	383.10	100.00%	279044.80	100.00%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.30	0.00
Misassignments	7.80	6.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	8.10	6.50

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	36.70	17.10
Total Out-of-Field Teachers	36.70	17.10

ClassAssignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.60%	12.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.30%	6.4%

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: July 2023

***All materials used at Excelsior are from our most recent local adoptions and are aligned to state standards. This includes the materials for grades 7 and 8, and foreign language and health. Please note, materials for grades 7-8 are not from a current state adoption as Excelsior locally develops and customizes materials for all courses offered.**

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • <i>JH ELA 7: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022*</i> • <i>JH ELA 8: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022*</i> • <i>English I: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>English II: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>English III: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>ERWC12: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> 	Yes/*No	0
Mathematics	<ul style="list-style-type: none"> • <i>JH Math 7: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022*</i> • <i>JH Math 8: Canvas</i> 	Yes/*No	0

	<p><i>Dashboard Online Course Tile, Chromebook, adopted 2022*</i></p> <ul style="list-style-type: none"> • <i>Algebra 1: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>Geometry: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>Algebra 2: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> 		
<p>Science</p>	<ul style="list-style-type: none"> • <i>JH Life Science: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022*</i> • <i>JH Physical Science: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022*</i> • <i>Biology: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>Chemistry: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>Environmental Science: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>Conceptual Physics: Canvas Dashboard Online</i> 	<p>Yes/*No</p>	<p>0</p>

	<p><i>Course Tile, Chromebook, adopted 2022</i></p>		
<p>History-Social Science</p>	<ul style="list-style-type: none"> • <i>JH World History: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022*</i> • <i>JH US History: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022*</i> • <i>US History: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>World History: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>Government: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>Economics: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> 	<p>Yes/*No</p>	<p>0</p>
<p>Foreign Language</p>	<ul style="list-style-type: none"> • <i>Spanish 1: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>Spanish 2: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>Spanish 3: Canvas Dashboard Online</i> 	<p>No</p>	<p>0</p>

	<i>Course Tile, Chromebook, adopted 2022</i>		
Health	<ul style="list-style-type: none"> JH Physical Education: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 HS Physical Education: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 	No	0
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)	Virtual Lab		0

School Accountability Report Card

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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The most recent inspection took place on August/September of 2023

2. Safety:

Weekly safety inspections are completed with district office administration by location, while on-site facilities staff inspect daily to ensure facilities are in good working condition and are in safe repair.

- School Administrators, teaching staff, and classified staff place student safety and monitoring as a top priority. Active supervision occurs before school starts, during passing periods, and after school with strategically placed staff members throughout student drop-off/pick up locations, common areas, designated eating areas, as well as near restrooms. This strategic staffing assists in providing a safe and routine experience for students throughout the school day. All campus locations are closed campuses with student IDs required for mandatory sign in and sign out purposes. All visitors must sign in within the front office and have their ID run through Raptor, an ID database to ensure all visitors are safe to come on campus. While on campus, all staff and students wear permanent ID's while temporary identification badges are issued for visitors.

Cleanliness:

Full time custodial staff work with their site administrator and district administrator to ensure a clean campus, daily. Daytime custodians are responsible for general grounds cleanliness and trash removal, while night custodians are provide in-depth classroom cleaning. Maintenance staff provide further support with grounds maintenance coordinated by site and district administration to minimize disruption of students and teachers.

Adequacy:

- 1. - Excelsior Barstow:

 - 1. The site consists of 8 classrooms, 1 computer lab, and 1 dual purpose room.**
- 2. - Excelsior N. Victorville:

 - 1. The site consists of 5 classrooms, 1 computer lab, 1 gymnasium, and 1 outdoor sports area.**
- 3. - Excelsior Ontario:

 - 1. The site consists of 4 classrooms and 1 dual purpose room.**
- 4. - Excelsior Phelan:

 - 1. The site consists of 3 classrooms and 1 dual purpose room.**
- 5. - Excelsior Redlands:

 - 1. The site consists of 5 classrooms, 1 dual purpose room, 1 gymnasium, and 1 outdoor sports area.**
- 6. - Excelsior San Bernardino:

 - 1. The site consists of 5 classrooms.**
- 7. - Excelsior Victorville:

 - 1. The site consists of 26 classrooms, 1 gymnasium, and 1 dual purpose room.**

8. *All site locations provide adequate space for all students and staff based upon site need and master schedule offerings.*

Description of any needed maintenance to ensure good repair:

1. *- Recent maintenance based upon our last inspection that took place September of 2023 includes:*

Barstow

- Grounds: Areas evaluated have accumulated refuse (remedied 8/31/23) CTE 2
- Restroom: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 8/31/23)
- CTE 4: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 8/31/23)
- CTE 3: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 8/31/23)
- Broadcasting room: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 8/31/23)
- CTE MPR: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 8/31/23)
- Boys' Restroom: Paper towel dispensers empty (remedied 8/31/23)
- Broadcasting room: Fire extinguisher is not properly mounted (remedied 8/31/23)
- CTE 2 - Art room: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/31/23)
- CTE 4: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/31/23)
- CTE 3: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/31/23)
- CTE 2 - Art room: Cleansers not stored properly (remedied 8/31/23)

North Victorville:

- Gym: Sink/fountain is not working properly (work order #21895) Room 308: Fire extinguisher is missing tag (remedied 8/31/23)
- Gym: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 8/31/23)
- Rm 306: Unsecured items are stored too high and pose a safety hazard (remedied 8/31/23)

Ontario:

- Cafeteria/Kitchen: Fire extinguisher inaccessible for inspection purposes (work order #22032)
- Front Office: Fire extinguisher inaccessible for inspection purposes (work order #22032)

Phelan:

- No repairs necessary

Redlands:

- Grounds: Flooring surface poses trip hazard (work order #21959)
- C1: Wall baseboard/mop strip missing or damaged (work order #21955) (remedied 9/1/23)
District's plan to address: Work was scheduled to start on 9/2/23.
- Charter is replacing countertops and sinks and re-painting walls.
A Building Hallway: Sink/fountain is not working properly (remedied 9/1/23)
- C1: Classroom sink soap or hand sanitizer dispensers empty (remedied 9/1/23)
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San Bernardino:

- Room 1: Lighting fixtures or bulbs are not functioning properly or missing (remedied 9/1/23)
- Staff RR: Shower is not working (remedied 9/1/23)
Grounds: Area has unabated graffiti (remedied 9/1/23)
-

Victorville:

- Gym Women's Restroom: Toilet paper dispensers empty (remedied 9/5/23)
- C First Floor Corridor North: Water pressure too low (remedied 9/5/23)
- First Floor Corridor South: Water pressure too low (remedied 9/5/23)
- B Second Floor Corridor East: Water pressure too low (remedied 9/5/23)
- C Second Floor Corridor: Water pressure too low (remedied 9/5/23)
- First Floor Corridor South: Sink/fountain is dirty (remedied 9/5/23)
- B First Floor Corridor: Sink/fountain is dirty (remedied 9/5/23)
- Grounds: Areas evaluated have accumulated refuse (remedied 9/5/23)
-
- 1. *-Excelsior Charter Schools takes great pride in ensuring that all campuses are clean, safe, and highly functional for students and staff. The school utilizes daily, weekly, monthly, and annual inspections to ensure needs are identified immediately and that repairs occur as quickly as possible. Same day repairs are routine for maintenance staff. Large projects and utilize work orders tied to a help desk to ensure timeliness and follow through for stakeholders, while emergency repairs take the highest priority.*

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair •
The year and month in which the data were collected
- The rate for each system inspected •
The overall rating

Year and month of the most recent FIT report: August and September 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	<p><u>Redlands:</u></p> <ul style="list-style-type: none"> • Grounds: Flooring surface poses trip hazard (work order #21959) • C1: Wall baseboard/mop strip missing or damaged (work order #21955) (remedied 9/1/23) • District's plan to address: Work was scheduled to start on 9/2/23. Charter is replacing countertops and sinks and re-painting walls.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p><u>Barstow</u></p> <ul style="list-style-type: none"> • Grounds: Areas evaluated have accumulated refuse (remedied 8/31/23) <p><u>North Victorville</u></p> <ul style="list-style-type: none"> • Rm 306: Unsecured items are stored too high and pose a safety hazard (remedied 8/31/23) <p><u>San Bernardino:</u></p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<ul style="list-style-type: none"> • Grounds: Area has unabated graffiti (remedied 9/1/23) <p style="text-align: center;"><u>Victorville:</u></p> <ul style="list-style-type: none"> • Grounds: Areas evaluated have accumulated refuse (remedied 9/5/23)
<p>Electrical: Electrical</p>	<p>Good</p>	<p style="text-align: center;"><u>Barstow</u></p> <ul style="list-style-type: none"> • CTE 2 Restroom: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 8/31/23) • CTE 4: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 8/31/23) • CTE 3: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 8/31/23) • Broadcasting room: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 8/31/23) • CTE MPR: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 8/31/23) <p style="text-align: center;"><u>North Victorville:</u></p> <ul style="list-style-type: none"> • Gym: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 8/31/23) <p style="text-align: center;"><u>San Bernardino:</u></p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<ul style="list-style-type: none"> Room 1: Lighting fixtures or bulbs are not functioning properly or missing (remedied 9/1/23)
<p>Restrooms/Fountains: Restrooms, Sinks/Fountains</p>	<p>Good</p>	<p><u>Barstow:</u></p> <ul style="list-style-type: none"> Boys' Restroom: Paper towel dispensers empty (remedied 8/31/23) <p><u>North Victorville:</u></p> <ul style="list-style-type: none"> Gym: Sink/fountain is not working properly (work order #21895) <p><u>Redlands:</u></p> <ul style="list-style-type: none"> A Building Hallway: Sink/fountain is not working properly (remedied 9/1/23) C1: Classroom sink soap or hand sanitizer dispensers empty (remedied 9/1/23) <p><u>San Bernardino:</u></p> <ul style="list-style-type: none"> Staff RR: Shower is not working (remedied 9/1/23) <p><u>Victorville:</u></p> <ul style="list-style-type: none"> Gym Women's Restroom: Toilet paper dispensers empty (remedied 9/5/23) C First Floor Corridor North: Water pressure too low (remedied 9/5/23) C First Floor Corridor South: Water pressure too low (remedied 9/5/23) B Second Floor Corridor East: Water pressure too low (remedied 9/5/23) C Second Floor Corridor: Water pressure too low (remedied 9/5/23)

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<ul style="list-style-type: none"> • C First Floor Corridor South: Sink/fountain is dirty (remedied 9/5/23) • B First Floor Corridor: Sink/fountain is dirty (remedied 9/5/23)
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p><u>Barstow:</u></p> <ul style="list-style-type: none"> • Broadcasting room: Fire extinguisher is not properly mounted (remedied 8/31/23) • CTE 2 - Art room: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/31/23) • CTE 4: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/31/23) • CTE 3: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/31/23) • CTE 2 - Art room: Cleansers not stored properly (remedied 8/31/23) <p><u>North Victorville:</u></p> <ul style="list-style-type: none"> • Room 308: Fire extinguisher is missing tag (remedied 8/31/23) <p><u>Ontario:</u></p> <ul style="list-style-type: none"> • Cafeteria/Kitchen: Fire extinguisher inaccessible for inspection purposes (work order #22032) • Front Office: Fire extinguisher inaccessible

System Inspected	Rating	Repair Needed and Action Taken or Planned
		for inspection purposes (work order #22032)
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August and September 2023

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	34%	38%	25%	27%	47%	46%
Mathematics (grades 3-8 and 11)	11%	13%	12%	12%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1172	1115	95.14%	4.86%	37.67%
Female	604	574	95.03%	4.97%	41.46%
Male	558	532	95.34%	4.66%	33.65%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	113	104	92.04%	7.96%	23.08%
Filipino	--	--	--	--	--
Hispanic or Latino	688	663	96.37%	3.63%	34.39%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	49	45	91.84%	8.16%	51.11%
White	299	280	93.65%	6.35%	47.86%
English Learners	72	69	95.83%	4.17%	1.45%
Foster Youth	--	--	--	--	--
Homeless	51	47	92.16%	7.84%	34.04%
Military	22	21	95.45%	4.55%	19.05%
Socioeconomically Disadvantaged	790	748	94.68%	5.32%	34.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	185	167	90.27%	9.73%	13.17%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1172	1114	95.05%	4.95%	12.75%
Female	604	575	95.20%	4.80%	9.04%
Male	558	530	94.98%	5.02%	16.98%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	113	104	92.04%	7.96%	7.69%
Filipino	--	--	--	--	--
Hispanic or Latino	688	661	96.08%	3.92%	8.93%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	49	45	91.84%	8.16%	20.00%
White	299	281	93.98%	6.02%	20.64%
English Learners	72	69	95.83%	4.17%	0.00%
Foster Youth	--	--	--	--	--
Homeless	51	46	90.20%	9.80%	6.52%
Military	22	21	95.45%	4.55%	0.00%
Socioeconomically Disadvantaged	790	747	94.56%	5.44%	9.10%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	185	168	90.81%	9.19%	4.17%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	17.94%	18.91%	3.21%	1.51%	29.47%	30.29%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1170	1083	92.56%	7.44%	18.91%
Female	603	555	92.04%	7.96%	15.37%
Male	556	518	93.17%	6.83%	22.87%
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00%	0.00%	57.14%
Black or African American	108	99	91.67%	8.33%	14.29%
Filipino	11	10	90.91%	9.09%	--
Hispanic or Latino	673	637	94.65%	5.35%	13.88%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	37	88.10%	11.90%	18.92%
White	320	284	88.75%	11.25%	29.23%
English Learners	61	58	95.08%	4.92%	0.00%
Foster Youth	--	--	--	--	--
Homeless	49	45	91.84%	8.16%	15.56%
Military	21	19	90.48%	9.52%	5.26%
Socioeconomically Disadvantaged	745	684	91.81%	8.19%	15.98%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

StudentGroup	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	187	164	87.70%	12.30%	6.17%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2022–23)

Performing Arts

Dance:

- Beginning Dance
- Beginning Jazz Dance
- Intermediate Dance
- Advanced Jazz Dance
- Advanced Dance

Choir:

- Choir 1 - Concert Choir
- Choir 2 - Intermediate Show Choir
- Choir 3 - Acapella Choir
- Choir 4 - Advanced Show Choir
- Choir 5 - Vocal Jazz Ensemble

Band:

- Beginning Band
- Marching Band/Concert Band
- Concert Band
- Modern Band
- Jazz Band

Guitar:

- Guitar 1 - Beginning
- Guitar 2 - Intermediate
- Modern Band

Networking

-

Cyber Security:

- CyberSecurity 1
- CyberSecurity 2

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	499
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	41.9%

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.74%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	25.65%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	86.1%	86.5%	87.5%	86.5%	87.2%
9	81.1%	81.4%	81.4%	79.7%	81.4%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Excelsior's most immediate and impactful action to include parent involvement in the school's decision-making process is having a Parent Board Member position as part of our governing boards. The parent board member serves a 1-year term and must have an active student in order to qualify for the position. Additionally, parent involvement is sought through survey participation, parent focus group meetings, Facilitator meetings, School Site Council participation and regular, ongoing site meetings called Coffee/Dessert/Tea with the Principal, Back to School Nights, awards assemblies, Senior events, etc.

State Priority: Pupil Engagement

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

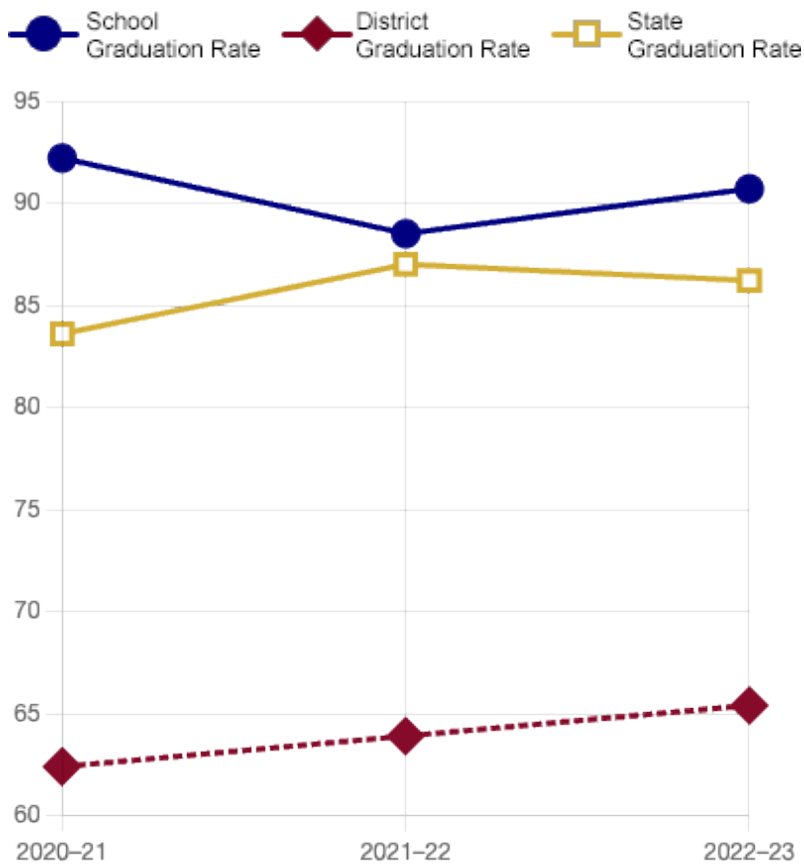
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

GraduationRateandDropoutRate(Four-YearCohortRate)

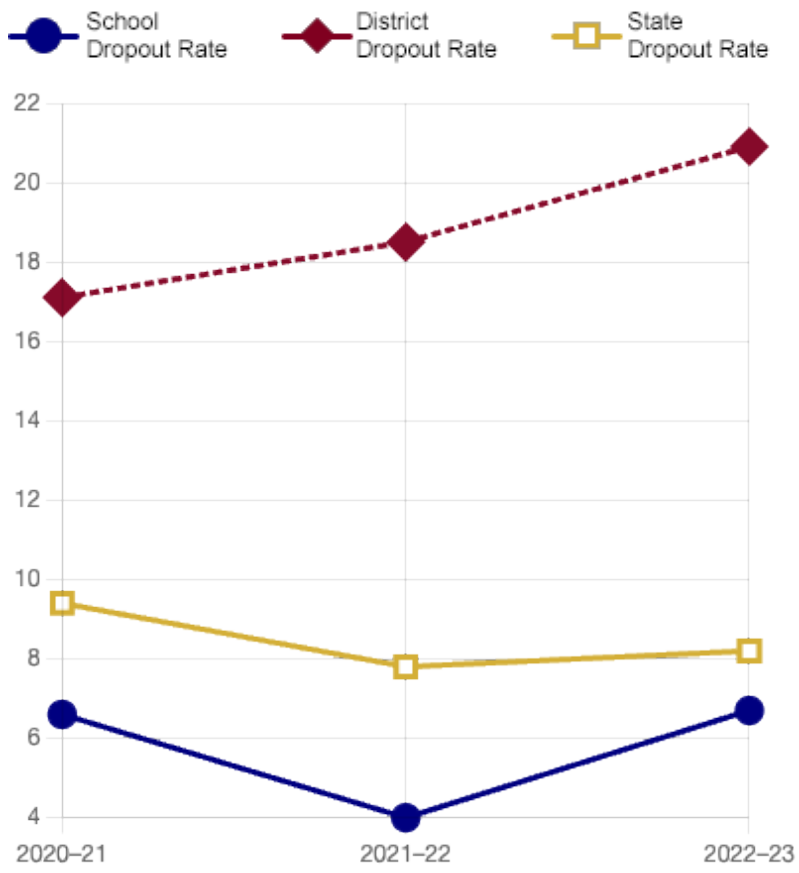
Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Graduation Rate	92.2%	88.5%	90.7%	62.4%	63.9%	65.4%	83.6%	87%	86.2%
Dropout Rate	6.6%	4%	6.7%	17.1%	18.5%	20.9%	9.4%	7.8%	8.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



GraduationRatebyStudentGroup(Four-YearCohortRate)(SchoolYear 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	386	350	90.7%
Female	198	181	91.4%
Male	187	168	89.8%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	31	27	87.1%
Filipino	--	--	--
Hispanic or Latino	218	194	89.0%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	13	86.7%
White	111	105	94.6%
English Learners	20	13	65.0%
Foster Youth	--	--	--
Homeless	38	31	81.6%
Socioeconomically Disadvantaged	282	248	87.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	64	60	93.8%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2708	2583	48	1.9%
Female	1378	1307	20	1.5%
Male	1313	1259	28	2.2%
Non-Binary	17	17	0	0.0%
American Indian or Alaska Native	11	11	0	0.0%
Asian	18	18	0	0.0%
Black or African American	283	273	11	4.0%
Filipino	15	14	0	0.0%
Hispanic or Latino	1576	1506	23	1.5%
Native Hawaiian or Pacific Islander	2	2	0	0.0%
Two or More Races	132	122	7	5.7%
White	669	635	7	1.1%
English Learners	194	180	4	2.2%
Foster Youth	39	34	2	5.9%
Homeless	141	129	12	9.3%
Socioeconomically Disadvantaged	1848	1754	45	2.6%
Students Receiving Migrant Education Services	0	0	0	0.0%

StudentGroup	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	440	428	2	0.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.04%	1.48%	3.10%	0.27%	3.83%	6.62%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.04%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.10%	0.04%
Female	2.69%	0.07%
Male	3.58%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	9.09%	0.00%
Asian	0.00%	0.00%
Black or African American	4.24%	0.00%
Filipino	6.67%	0.00%
Hispanic or Latino	2.79%	0.06%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	3.79%	0.00%
White	3.14%	0.00%
English Learners	1.55%	0.00%
Foster Youth	2.56%	0.00%
Homeless	2.13%	0.00%
Socioeconomically Disadvantaged	2.81%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.77%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2023–24)

Annually, Principals at Excelsior Charter Schools form safety committees at each campus to include staff, parents, and students for the review and discussion of safety plans. This is completed initially in the month of August. Any amendments are board approved during the month that changes deemed necessary are identified.

Additionally, each February all safety plans are approved for the next academic school year.

Key Elements include:

1. Interior Physical Safety Security and Safety Measures
2. Remote Evacuation and Family Unification
3. Bomb Threat or Suspicious Package
4. Suspicious / Violent Intruder
5. Active Shooter
6. Parent Information

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	114	28	16
Mathematics	16.00	76	31	9
Science	20.00	54	20	11
Social Science	10.00	171	12	13

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	120	30	7
Mathematics	13.00	117	21	2
Science	17.00	58	23	7
Social Science	16.00	81	24	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	99	26	23
Mathematics	16.00	89	26	12
Science	18.00	66	16	14
Social Science	19.00	83	17	18

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	450

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other**	3.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021– 22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15869.00	\$2312.00	\$13557.00	\$75443.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16