

Excelsior Charter Schools

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 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 Schools

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 support 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

About Our School



Derek King, Superintendent

Contact

Excelsior Charter Schools
15505 Civic Drive
Victorville, CA 92392

Phone: (760) 245-4262

Email: DerekK@excelsior.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Excelsior Charter Schools
Phone Number	(760) 245-4262
Superintendent	King, Derek
Email Address	DerekK@excelsior.com
Website	www.excelsior.com

School Contact Information (School Year 2024–25)

School Name	Excelsior Charter Schools
Street	15505 Civic Drive
City, State, Zip	Victorville, CA , 92392
Phone Number	(760) 245-4262
Principal	Derek King, Superintendent
Email Address	DerekK@excelsior.com
Website	www.excelsior.com
Grade Span	7-12
County-District-School (CDS) Code	36103633630761

School Description and Mission Statement (School Year 2024–25)

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 2024 through 2027 has the following goals:

- *Increase mathematics 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 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.*

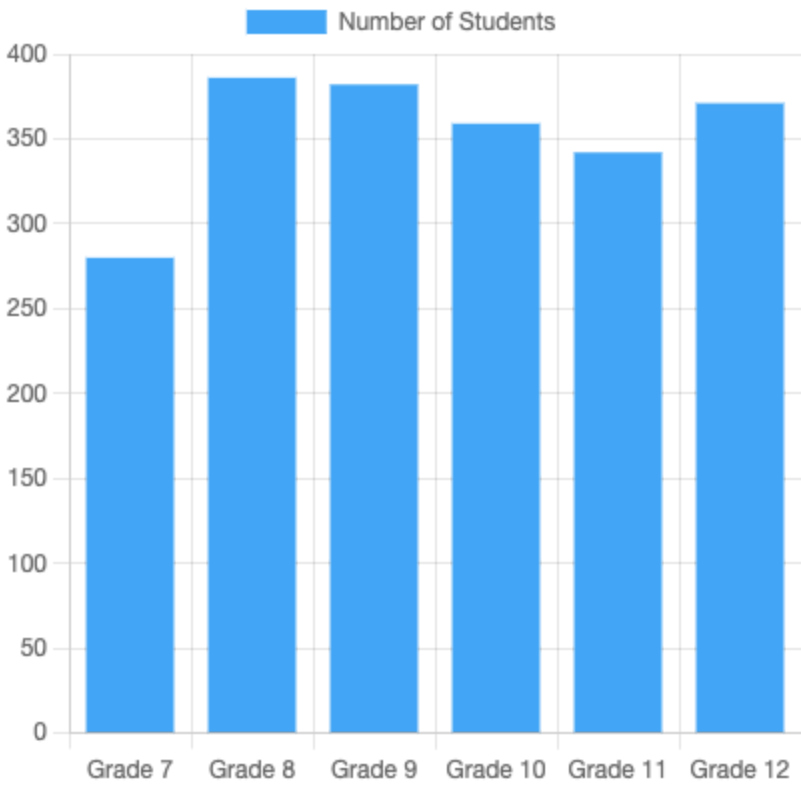
A review of the Professional Development Calendar, classroom observations, student performance and Teacher survey responses are used to identify progress toward this goal.

- *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 2023–24)

Grade Level	Number of Students
Grade 7	280
Grade 8	386
Grade 9	382
Grade 10	359
Grade 11	342
Grade 12	371
Total Enrollment	2120



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	50.40%	English Learners	6.70%
Male	48.90%	Foster Youth	0.70%
Non-Binary	0.70%	Homeless	4.50%
American Indian or Alaska Native	0.50%	Migrant	0.00%
Asian	0.50%	Socioeconomically Disadvantaged	66.10%
Black or African American	10.00%	Students with Disabilities	17.50%
Filipino	0.50%		
Hispanic or Latino	58.40%		
Native Hawaiian or Pacific Islander	0.20%		
Two or More Races	5.00%		
White	24.80%		

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	38.70	45.88%	221.60	59.48%	231142.40	100.00%
Intern Credential Holders Properly Assigned	5.60	6.72%	15.60	4.20%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	21.40	25.43%	58.60	15.74%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	17.40	20.62%	28.40	7.62%	11746.90	4.23%
Unknown/Incomplete/NA	1.10	1.34%	48.20	12.95%	14303.80	5.15%
Total Teaching Positions	84.40	100.00%	372.60	100.00%	277698	100%

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	2022– 23 Number
Permits and Waivers	0.30	0.00	0.5
Misassignments	7.80	6.50	20.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	8.10	6.50	21.4

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	36.70	17.10	17.4
Total Out-of-Field Teachers	36.70	17.10	17.4

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.60%	12.1%	24%
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%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

All Excelsior students participate in a rigorous, relevant, and sequential academic curriculum accessed within the schools Learning Management System (LMS), Canvas. Current educational research has informed the adoption of CCSS, College and Career Readiness Standards, and Next Generation Science Standards in the state of California. Excelsior's curriculum is aligned with the California State Curriculum Frameworks and State Content Standards for English, Math, Science, and Social Studies. Elective courses in Fine Arts, Foreign Language, and other subject areas follow an adopted sequential and standards aligned curriculum.

The teaching of state standards can be facilitated through a variety of educational choices. However, the Schoolwide Learner Outcomes are primarily focused on the standards-based curriculum and assessments.

All Students have access to the common curriculum through independent study courses, in-person classes, zoom classes, and individual or small group tutoring. Between 40% and 60 % of the students (numbers vary by campus) regularly attend in-person instruction. In those classes, subject matter credentialed teachers are teaching and scaffolding the common curriculum. Both, the independent study coursework and in-person instruction follow sequential quarter modules for curriculum and instruction. At the end of each quarter, students complete summative assessments, in their core classes and many electives.

Excelsior's curriculum, including assessments, are developed, and curated on Canvas. As Canvas, is the common platform utilized at all California junior colleges and many universities. In utilizing Canvas as our common platform for student learning, students are prepared and have the advantage of platform knowledge when entering college. This provides an advantage for all Excelsior students and graduates.

Students with special needs and English learners are fully integrated and participate in the common courses and classes while receiving additional support through push-in, individual or small group tutoring, or SAI as agreed upon and documented within the students' IEP.

The program implements 21st century skills using one-to-one devices (Chromebooks or iPads) to which textbooks can be downloaded and all coursework can be completed within Canvas. This affords the opportunity for all students to participate in rigorous and challenging coursework regardless of school site attended or whether they choose to complete all courses via independent study. Physical textbooks and printed materials are available to all students if requested. Any accommodations for students with disabilities are agreed upon and provided through the IEP team decision.

Excelsior's courses required for graduation are University of California and California State University A-G approved such that Excelsior graduates can attend a California 4-year university upon completing the requirements with a C or

better. Additionally, students are encouraged to take advantage of dual enrollment options through CCAAP cohort classes, or any other courses offered by local community colleges and universities.

Multiple levels of interventions are accessible to all students who are at-risk of not achieving the expected academic outcomes. Those interventions include student success team meetings to review academic performance, course enrollments, attendance, tutoring needs, re-teach needed, or credit recovery option.

Table: Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: July 2024

*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	- JH ELA 7: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - JH ELA 8: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - English I: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - English II: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - English III: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - ERWC12: Canvas Dashboard Online Course	Yes/*No	0

*Tile, Chromebook,
adopted 2022*

Mathematics

- *JH Math 7: Canvas
Dashboard Online Course
Tile, Chromebook,
adopted 2022*
 - *JH Math 8: Canvas
Dashboard Online Course
Tile, Chromebook,
adopted 2022*
 - *Algebra 1: Canvas
Dashboard Online Course
Tile, Chromebook,
adopted 2022*
 - *Geometry: Canvas
Dashboard Online Course
Tile, Chromebook,
adopted 2022*
 - *Algebra 2: Canvas
Dashboard Online Course
Tile, Chromebook,
adopted 2022*
- Yes/*No 0

Science

- *JH Life Science: Canvas
Dashboard Online Course
Tile, Chromebook,
adopted 2022*
 - *JH Physical
Science: Canvas
Dashboard Online Course
Tile, Chromebook,
adopted 2022*
 - *Biology: Canvas
Dashboard Online Course
Tile, Chromebook,
adopted 2022*
 - *Chemistry: Canvas
Dashboard Online Course
Tile, Chromebook,
adopted 2022*
 - *Environmental
Science: Canvas
Dashboard Online Course
Tile, Chromebook,
adopted 2022*
- Yes/*No 0

History-Social Science	• <i>Conceptual</i> <i>Physics: Canvas</i> <i>Dashboard Online Course</i> <i>Tile, Chromebook,</i> <i>adopted 2022</i>		
	• <i>JH World History: Canvas</i> <i>Dashboard Online Course</i> <i>Tile, Chromebook,</i> <i>adopted 2022</i>		
	• <i>JH US History: Canvas</i> <i>Dashboard Online Course</i> <i>Tile, Chromebook,</i> <i>adopted 2022</i>		
	• <i>US History: Canvas</i> <i>Dashboard Online Course</i> <i>Tile, Chromebook,</i> <i>adopted 2022</i>		
	• <i>World History: Canvas</i> <i>Dashboard Online Course</i> <i>Tile, Chromebook,</i> <i>adopted 2022</i>	Yes/*No	0
	• <i>Government: Canvas</i> <i>Dashboard Online Course</i> <i>Tile, Chromebook,</i> <i>adopted 2022</i>		
	• <i>Economics: Canvas</i> <i>Dashboard Online Course</i> <i>Tile, Chromebook,</i> <i>adopted 2022</i>		
	• <i>Spanish 1: Canvas</i> <i>Dashboard Online Course</i> <i>Tile, Chromebook,</i> <i>adopted 2022</i>		
	• <i>Spanish 2: Canvas</i> <i>Dashboard Online Course</i> <i>Tile, Chromebook,</i> <i>adopted 2022</i>	No	0
	• <i>Spanish 3: Canvas</i> <i>Dashboard Online Course</i> <i>Tile, Chromebook,</i> <i>adopted 2022</i>		
Foreign Language			

Health	- 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	N/A	0

Year and month in which the data were collected: July 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<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> *All materials used at Excelsior are from our most recent local adoptions and are aligned to state standards. This includes	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	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.	
Mathematics	• <i>JH Math 7: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <i>JH Math 8: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022</i> • <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> *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.	0
Science	• <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</i>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	2022 - Chemistry: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - Environmental Science: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - Conceptual Physics: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 *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.	
History-Social Science	- JH World History: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - JH US History: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - US History: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - World History: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - Government: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 - Economics: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	*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.	
Foreign Language	• <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 Course Tile, Chromebook, adopted 2022</i>	0
	*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.	0
Health	• JH Physical Education: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022 • HS Physical Education: Canvas Dashboard Online Course Tile, Chromebook, adopted 2022	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	*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.	
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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.

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.*

The most recent inspection took place September of 2024***Description of any needed maintenance to ensure good repair:***

1. - *Recent maintenance based upon our last inspection that took place September of 2024 includes:*

Barstow

- CTE 3: Walls have damage from cracks, tears, holes and/or water damage (work order #27214)
- CTE MPR: Wall baseboard/mop strip missing, damaged or unsecured (remedied 9/3/24)
- Broadcasting room: Wall baseboard/mop strip missing, damaged or unsecured
- CTE 2 - Art room: Wall baseboard/mop strip missing, damaged or unsecured
- CTE 3: Cabinets or counters are damaged, broken, or missing (removed and not replaced) (work order #27208)
- CTE 2 - Art room: Unsecured items are stored too high and pose a safety hazard (remedied 9/3/24)
- CTE 5 Computer Lab: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 9/3/24)
- CTE 3: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 9/3/24) o Deficiency was noted in prior year.
- CTE 5 Computer Lab: Electrical outlet/junction box covers or light switch covers are damaged or missing (remedied 9/3/24)
- CTE 5 Computer Lab: Fire extinguisher is discharged
- CTE MPR: Fire extinguisher is discharged
- CTE 2 Restroom: Aerosols found (no aerosols are allowed) (remedied 9/3/24) o Deficiency was noted in prior year.

North Victorville:

- Gym: Ceiling tiles are damaged, loose, missing or stained (work order #27228)
- Main Office Building: Ceiling tiles are damaged, loose, missing or stained (work order #27225)
- Rm 306: Ceiling tiles are damaged, loose, missing or stained (work order #27242)
- Rm 401: Ceiling tiles are damaged, loose, missing or stained (work order #27239)
- Rm 402: Ceiling tiles are damaged, loose, missing or stained (work order #27239)
- Rm 501 Computer Lab: Ceiling tiles are damaged, loose, missing or stained (work order #27239)
- Room 308: Ceiling tiles are damaged, loose, missing or stained (work order #27242)
- Main Office Building: Walls have damage from cracks, tears, holes and/or water damage (work order #27224) (remedied 9/3/24)
- Gym: Walls have damage from cracks, tears, holes and/or water damage (work order #27228)
- Gym: Electrical components are damaged, unsecured or not functioning properly (work order #27232)
- Rm 401: Electrical components are damaged, unsecured or not functioning properly
- Rm 501 Computer Lab: Computer cords not secured properly
- Stage Restrooms: Menstrual product dispensers empty (work order #27230)
- Nurse's Office & Restroom: Menstrual product dispensers empty
- Rm 306: Restrooms/showers used as storage area (work order #27241)
- Basketball Courts: Sink/fountain is damaged (work order #27246)
- Gym: Sink/fountain is not working properly (work order #27248)
- Rm 401: Sink/fountain is not working properly (remedied 9/3/24)
- Rm 401: Classroom sink soap or hand sanitizer dispensers empty
- Rm 306: Cleansers not stored properly (remedied 9/3/24)
- 306: Cleansers not stored properly (remedied 9/3/24)

- Gym: Interior paint is peeling, chipping or cracking (work order #27227)
- Basketball Courts: Significant cracks, trip hazards, holes or deterioration (work order #27247)
- Parking Lot(s): Significant cracks, trip hazards, holes or deterioration (work order #27244)

Ontario:

None.

Phelan:

- Storage Area: Lighting covers are missing, damaged or loose (work order #27299)
- Principal's Office: Improper usage of extension cords or extension/electrical cord trip hazard (work order #27298)
- Front Entrance/Facilitator Desk Area: Computer cords not secured properly (work order #27298)

Redlands:

- Locker Room-Girls': Walls have damage from cracks, tears, holes and/or water damage (work order #27347)
- Locker Room-Girls': Cabinets or counters are damaged, broken, or missing (removed and not replaced) (work order #27347)
- Locker Room-Girls': Lockers are damaged or non-functional (work order #27347)
- B Building Staff Restrooms: Partitions are damaged, loose or non-functional (work order #27326)
- Locker Room-Girls': Partitions are damaged, loose or non-functional (work order #27347)
- Locker Room-Boys': Area improperly used for storage (work order #27357)
- Locker Room-Girls': Area improperly used for storage (work order #27347)
- Staff Lounge: Evidence of pest infestation (work order #27349)
- Soccer Field: Evidence of ants (work order #NA)
- Facilitator's Office: Evidence of rodents (work order #27349)
- Soccer Field: Gopher holes, trip hazards (work order #37336)

- Gym: Electrical outlet/junction box covers or light switch covers are damaged or missing (work order #27345)
- Gym: Lighting fixtures or bulbs are not functioning properly or missing (work order #27345)
- Locker Room-Boys': Lighting fixtures or bulbs are not functioning properly or missing (work order #27357)
- B Building Staff Restrooms: Classroom sink or faucet is leaking (work order #27326)
- A Building Learning Lab: Classroom sink or faucet is leaking (work order #27327)
- A Building Counseling: Fire extinguisher is discharged (work order #27356)
- A Building Staff Work Room: Fire extinguisher is overcharged (work order #27356)
- A Building Female Restroom: Interior paint is peeling, chipping or cracking (work order #27328)
- Grounds: Damage to skirting, siding and/or exterior vents (work order #27352)
- Soccer Field: Low hanging or broken tree branches pose a safety issue (work order #27335)
- Soccer Field: Sprinklers/covers are missing, broken, and/or damaged (work order #27335)
- Soccer Field: Play/sports equipment is broken, damaged or deteriorating (work order #27336)
- Grounds: Play/sports equipment is broken, damaged or deteriorating (work order #27352)

San Bernardino:

- Security/TA: Lighting fixtures or bulbs are not functioning properly or missing (work order #27363)
- Staff Lounge: Access panel door won't close (work order #27362)
- Boys' Restroom: Partitions/stall doors (if partitions have been designed for doors) are damaged or not securely attached or non-functional (work order #27361)
- Building at Campus Entrance: Exterior paint is peeling, chipping or cracking (work order #27364)

- Building at Campus Entrance: Damage to fascia board or exterior trim (work order #27364)

Victorville:

- Gym: Ceiling tiles are damaged, loose, missing or stained (work order #27271)
- Gym: Walls have damage from cracks, tears, holes and/or water damage (work order #27267)
- Rm 207-213 Offices: Wall baseboard/mop strip missing, damaged or unsecured (work order #27280)
- Rm 108 Cyber Security: Unsecured computer wires (work order #27272)
- 215: Cabinets or counters are damaged, broken, or missing (removed and not replaced) (remedied 9/4/24)
- Rm 108 Cyber Security: Flooring is excessively dirty/stained (work order #NA)
- Rm 109 Spanish: Flooring is excessively dirty/stained (work order #NA)
- C 120 Choir: Flooring is excessively dirty/stained (work order #NA)
- C Building Upper Girls' Restroom: Area improperly used for storage (work order #NA) (remedied 9/4/24)
- 208: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 9/4/24)
- C Building Girls' Restroom: Restrooms are dirty and not maintained regularly (work order #NA)
- C Building Upper Girls' Restroom: Restrooms are dirty and not maintained regularly (work order #NA)
- B Building Boys' Restroom: Restrooms are dirty and not maintained regularly (work order #27285)
- C Building Girls' Restroom: Toilet paper dispensers empty (work order #27275)
- C Building Upper Girls' Restroom: Toilet paper dispensers empty (work order #27276)
- B Building Upper Girls' Restroom: Toilet paper dispensers empty (work order #27284)

- B Building Upper Boys' Restroom: Toilet paper dispensers empty (work order #27283)
- B Building Boys' Restroom: Toilet paper dispensers empty (work order #27285)
- B Building Upper Girls' Restroom: Toilet seat cover dispensers empty (work order #27284)
- B Building Upper Boys' Restroom: Toilet seat cover dispensers empty (work order #27283)
- B Building Upper Girls' Restroom: Soap/sanitizer dispensers empty (work order #27284)
- B Building Upper Boys' Restroom: Soap/sanitizer dispensers empty (work order #27283)
- C Building Upper Girls' Restroom: Soap/sanitizer dispensers empty (work order #27284)
- C Building Upper Girls' Restroom: Electric hand dryers are damaged or broken (work order #27276)
- C Building Girls' Restroom: Restrooms/showers used as storage area (work order #NA) (remedied 9/4/24)
- B Building Boys' Restroom: Restrooms/showers used as storage area (work order #NA) (remedied 9/4/24)
- Gym: Fire extinguisher casing is damaged, broken, or unsecured (work order #27269)
- Gym: Elevator/Wheelchair Lift is not functioning (work order #27268)
- 215: Cleansers not stored properly (remedied 9/4/24)
- 217: Cleansers not stored properly (remedied 9/4/24)
- 206: Cleansers not stored properly (remedied 9/4/24)
- 114: Cleansers not stored properly (remedied 9/4/24)
- 220: Cleansers not stored properly (remedied 9/4/24)
- 114: Cleansers not stored properly (remedied 9/4/24)

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: September 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	<u>Barstow:</u> • CTE 3: Walls have damage from cracks, tears, holes and/or water damage (work order #27214) • CTE MPR: Wall baseboard/mop strip missing, damaged or unsecured (remedied 9/3/24) • Broadcasting room: Wall baseboard/mop strip missing, damaged or unsecured • CTE 2 - Art room: Wall baseboard/mop strip missing, damaged or unsecured • CTE 3: Cabinets or counters are damaged, broken, or missing (removed and not replaced) (work order #27208) <u>North Victorville:</u>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		- Gym: Ceiling tiles are damaged, loose, missing or stained (work order #27228) - Main Office Building: Ceiling tiles are damaged, loose, missing or stained (work order #27225) - Rm 306: Ceiling tiles are damaged, loose, missing or stained (work order #27242) - Rm 401: Ceiling tiles are damaged, loose, missing or stained (work order #27239) - Rm 402: Ceiling tiles are damaged, loose, missing or stained (work order #27239) - Rm 501 Computer Lab: Ceiling tiles are damaged, loose, missing or stained (work order #27239) - Room 308: Ceiling tiles are damaged, loose, missing or stained (work order #27242) - Main Office Building: Walls have damage from cracks, tears, holes and/or water damage (work order #27224) (remedied 9/3/24) - Gym: Walls have damage from cracks, tears, holes and/or water damage (work order #27228) <u>Redlands:</u>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		- Locker Room-Girls': Walls have damage from cracks, tears, holes and/or water damage (work order #27347) - Locker Room-Girls': Cabinets or counters are damaged, broken, or missing (removed and not replaced) (work order #27347) - Locker Room-Girls': Lockers are damaged or non-functional (work order #27347) - B Building Staff Restrooms: Partitions are damaged, loose or non-functional (work order #27326) - Locker Room-Girls': Partitions are damaged, loose or non-functional (work order #27347) <u>Victorville:</u> - Gym: Ceiling tiles are damaged, loose, missing or stained (work order #27271) - Gym: Walls have damage from cracks, tears, holes and/or water damage (work order #27267) - Rm 207-213 Offices: Wall baseboard/mop strip missing, damaged or unsecured (work order #27280) - Rm 108 Cyber Security: Unsecured computer wires

System Inspected	Rating	Repair Needed and Action Taken or Planned
		(work order #27272) 215: Cabinets or counters are damaged, broken, or missing (removed and not replaced) (remedied 9/4/24)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<u>Barstow:</u> - CTE 2 - Art room: Unsecured items are stored too high and pose a safety hazard (remedied 9/3/24) <u>Redlands:</u> - Locker Room-Boys': Area improperly used for storage (work order #27357) - Locker Room-Girls': Area improperly used for storage (work order #27347) - Staff Lounge: Evidence of pest infestation (work order #27349) - Soccer Field: Evidence of ants (work order #NA) - Facilitator's Office: Evidence of rodents (work order #27349) - Soccer Field: Gopher holes, trip hazards (work order #37336) <u>Victorville:</u> - Rm 108 Cyber Security: Flooring is excessively dirty/stained (work order #NA) - Rm 109 Spanish: Flooring is excessively dirty/stained (work order #NA)

System Inspected	Rating	Repair Needed and Action Taken or Planned
		- C 120 Choir: Flooring is excessively dirty/stained (work order #NA) - C Building Upper Girls' Restroom: Area improperly used for storage (work order #NA) (remedied 9/4/24)
Electrical: Electrical	Good	<u>Barstow:</u> - CTE 5 Computer Lab: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 9/3/24) - CTE 3: Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (remedied 9/3/24) o Deficiency was noted in prior year. - CTE 5 Computer Lab: Electrical outlet/junction box covers or light switch covers are damaged or missing (remedied 9/3/24) <u>North Victorville:</u> - Gym: Electrical components are damaged, unsecured or not functioning properly (work order #27232) - Rm 401: Electrical components are damaged, unsecured or not functioning properly - Rm 501 Computer Lab: Computer cords not secured properly

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<u>Phelan:</u> • Storage Area: Lighting covers are missing, damaged or loose (work order #27299) • Principal's Office: Improper usage of extension cords or extension/electrical cord trip hazard (work order #27298) • Front Entrance/Facilitator Desk Area: Computer cords not secured properly (work order #27298) <u>Redlands:</u> • Gym: Electrical outlet/junction box covers or light switch covers are damaged or missing (work order #27345) • Gym: Lighting fixtures or bulbs are not functioning properly or missing (work order #27345) • Locker Room-Boys': Lighting fixtures or bulbs are not functioning properly or missing (work order #27357) <u>San Bernardino:</u> • Security/TA: Lighting fixtures or bulbs are not functioning properly or missing (work order #27363) <u>Victorville:</u> • 208: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 9/4/24)

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<u>North Victorville:</u> • Stage Restrooms: Menstrual product dispensers empty (work order #27230) • Nurse's Office & Restroom: Menstrual product dispensers empty • Rm 306: Restrooms/showers used as storage area (work order #27241) • Basketball Courts: Sink/fountain is damaged (work order #27246) • Gym: Sink/fountain is not working properly (work order #27248) • Rm 401: Sink/fountain is not working properly (remedied 9/3/24) • Rm 401: Classroom sink soap or hand sanitizer dispensers empty <u>Redlands:</u> • B Building Staff Restrooms: Classroom sink or faucet is leaking (work order #27326) • A Building Learning Lab: Classroom sink or faucet is leaking (work order #27327) <u>San Bernardino:</u> • Staff Lounge: Access panel door won't close (work order #27362)

System Inspected	Rating	Repair Needed and Action Taken or Planned
		- Boys' Restroom: Partitions/stall doors (if partitions have been designed for doors) are damaged or not securely attached or non-functional (work order #27361) <u>Victorville:</u> - C Building Girls' Restroom: Restrooms are dirty and not maintained regularly (work order #NA) - C Building Upper Girls' Restroom: Restrooms are dirty and not maintained regularly (work order #NA) - B Building Boys' Restroom: Restrooms are dirty and not maintained regularly (work order #27285) - C Building Girls' Restroom: Toilet paper dispensers empty (work order #27275) - C Building Upper Girls' Restroom: Toilet paper dispensers empty (work order #27276) - B Building Upper Girls' Restroom: Toilet paper dispensers empty (work order #27284) - B Building Upper Boys' Restroom: Toilet paper dispensers empty (work order #27283) - B Building Boys' Restroom: Toilet paper dispensers empty (work order #27285)

System Inspected	Rating	Repair Needed and Action Taken or Planned
		- B Building Upper Girls' Restroom: Toilet seat cover dispensers empty (work order #27284) - B Building Upper Boys' Restroom: Toilet seat cover dispensers empty (work order #27283) - B Building Upper Girls' Restroom: Soap/sanitizer dispensers empty (work order #27284) - B Building Upper Boys' Restroom: Soap/sanitizer dispensers empty (work order #27283) - C Building Upper Girls' Restroom: Soap/sanitizer dispensers empty (work order #27284) - C Building Upper Girls' Restroom: Electric hand dryers are damaged or broken (work order #27276) - C Building Girls' Restroom: Restrooms/showers used as storage area (work order #NA) (remedied 9/4/24) - B Building Boys' Restroom: Restrooms/showers used as storage area (work order #NA) (remedied 9/4/24)
Safety: Fire Safety, Hazardous Materials	Good	<u>Barstow:</u> CTE 5 Computer Lab: Fire extinguisher is discharged

System Inspected	Rating	Repair Needed and Action Taken or Planned
		- CTE MPR: Fire extinguisher is discharged - CTE 2 Restroom: Aerosols found (no aerosols are allowed) (remedied 9/3/24) o Deficiency was noted in prior year. <u>North Victorville:</u> - Rm 306: Cleansers not stored properly (remedied 9/3/24) 306: Cleansers not stored properly (remedied 9/3/24) - Gym: Interior paint is peeling, chipping or cracking (work order #27227) <u>Redlands:</u> - A Building Counseling: Fire extinguisher is discharged (work order #27356) - A Building Staff Work Room: Fire extinguisher is overcharged (work order #27356) - A Building Female Restroom: Interior paint is peeling, chipping or cracking (work order #27328) <u>San Bernardino:</u> - Building at Campus Entrance: Exterior paint is peeling, chipping or cracking (work order #27364) <u>Victorville:</u> - Gym: Fire extinguisher casing is damaged, broken,

System Inspected	Rating	Repair Needed and Action Taken or Planned
		or unsecured (work order #27269) - Gym: Elevator/Wheelchair Lift is not functioning (work order #27268) 215: Cleansers not stored properly (remedied 9/4/24) 217: Cleansers not stored properly (remedied 9/4/24) 206: Cleansers not stored properly (remedied 9/4/24) 114: Cleansers not stored properly (remedied 9/4/24) 220: Cleansers not stored properly (remedied 9/4/24) 114: Cleansers not stored properly (remedied 9/4/24)
Structural: Structural Damage, Roofs	Good	<u>Redlands:</u> - Grounds: Damage to skirting, siding and/or exterior vents (work order #27352) <u>San Bernardino:</u> - Building at Campus Entrance: Damage to fascia board or exterior trim (work order #27364) ?
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<u>North Victorville:</u> - Basketball Courts: Significant cracks, trip hazards, holes or deterioration (work order #27247) - Parking Lot(s): Significant cracks, trip hazards, holes or

System Inspected	Rating	Repair Needed and Action Taken or Planned
		deterioration (work order #27244) <u>Redlands:</u> - Soccer Field: Low hanging or broken tree branches pose a safety issue (work order #27335) - Soccer Field: Sprinklers/covers are missing, broken, and/or damaged (work order #27335) - Soccer Field: Play/sports equipment is broken, damaged or deteriorating (work order #27336) - Grounds: Play/sports equipment is broken, damaged or deteriorating (work order #27352)

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	Good
----------------	------

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	38%	37%	27%	27%	46%	47%
Mathematics (grades 3-8 and 11)	13%	15%	12%	13%	34%	35%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	993	934	94.06%	5.94%	37.04%
Female	525	489	93.14%	6.86%	39.06%
Male	465	442	95.05%	4.95%	34.62%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	93	88	94.62%	5.38%	32.95%
Filipino	--	--	--	--	--
Hispanic or Latino	588	561	95.41%	4.59%	32.80%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	54	87.10%	12.90%	48.15%
White	229	210	91.70%	8.30%	47.14%
English Learners	57	56	98.25%	1.75%	7.14%
Foster Youth	--	--	--	--	--
Homeless	42	38	90.48%	9.52%	31.58%
Military	15	14	93.33%	6.67%	35.71%
Socioeconomically Disadvantaged	688	649	94.33%	5.67%	32.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	174	165	94.83%	5.17%	15.15%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	993	936	94.26%	5.74%	14.74%
Female	525	491	93.52%	6.48%	10.59%
Male	465	442	95.05%	4.95%	19.46%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	93	88	94.62%	5.38%	7.95%
Filipino	--	--	--	--	--
Hispanic or Latino	588	563	95.75%	4.25%	13.50%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	55	88.71%	11.29%	25.45%
White	229	209	91.27%	8.73%	17.70%
English Learners	57	57	100.00%	0.00%	3.51%
Foster Youth	--	--	--	--	--
Homeless	42	38	90.48%	9.52%	13.16%
Military	15	14	93.33%	6.67%	14.29%
Socioeconomically Disadvantaged	688	651	94.62%	5.38%	12.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	174	166	95.40%	4.60%	4.82%

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	18.91%	17.86%	1.51%	1.53%	30.29%	30.73%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1056	996	94.32%	5.68%	18.03%
Female	577	539	93.41%	6.59%	14.53%
Male	473	452	95.56%	4.44%	21.95%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	92	88	95.65%	4.35%	18.39%
Filipino	--	--	--	--	--
Hispanic or Latino	612	588	96.08%	3.92%	13.99%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	54	93.10%	6.90%	27.78%
White	271	244	90.04%	9.96%	23.77%
English Learners	57	57	100.00%	0.00%	1.75%
Foster Youth	--	--	--	--	--
Homeless	49	45	91.84%	8.16%	6.67%
Military	17	16	94.12%	5.88%	6.67%
Socioeconomically Disadvantaged	692	656	94.80%	5.20%	14.55%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	178	168	94.38%	5.62%	7.19%

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 2023–24)**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
- CyberSecurity 3
- CyberSecurity 4

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1222
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.7%

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
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.17%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	28.53%

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 2023–24) 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	100%	100%	99.1%	99.6%	99.1%
9	99.6%	100%	99.6%	99.8%	99.6%

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 2024–25)

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

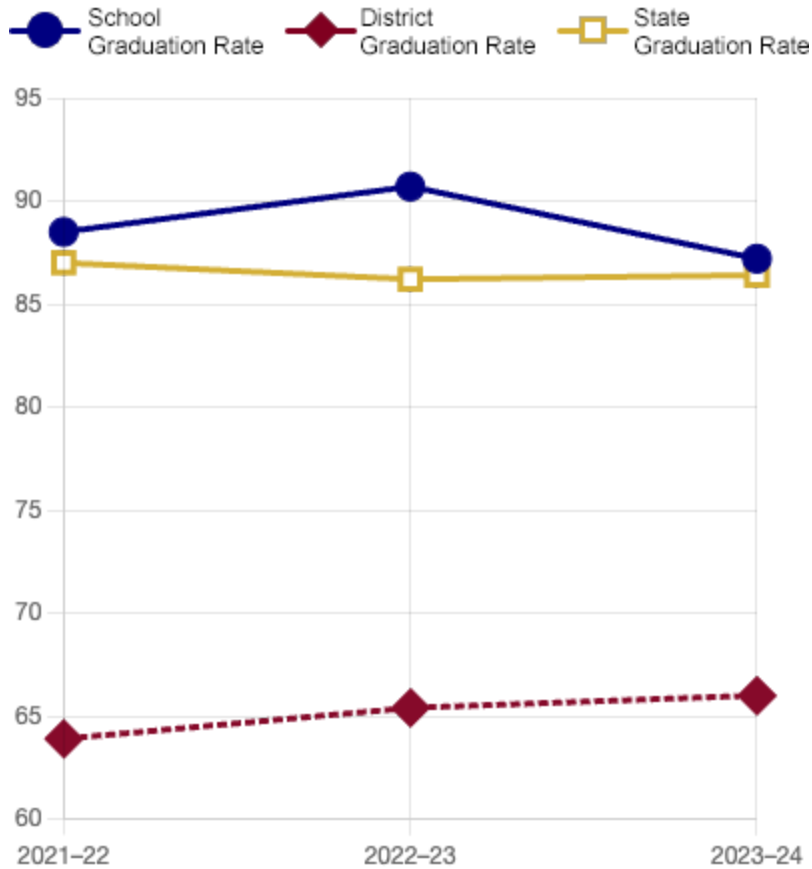
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

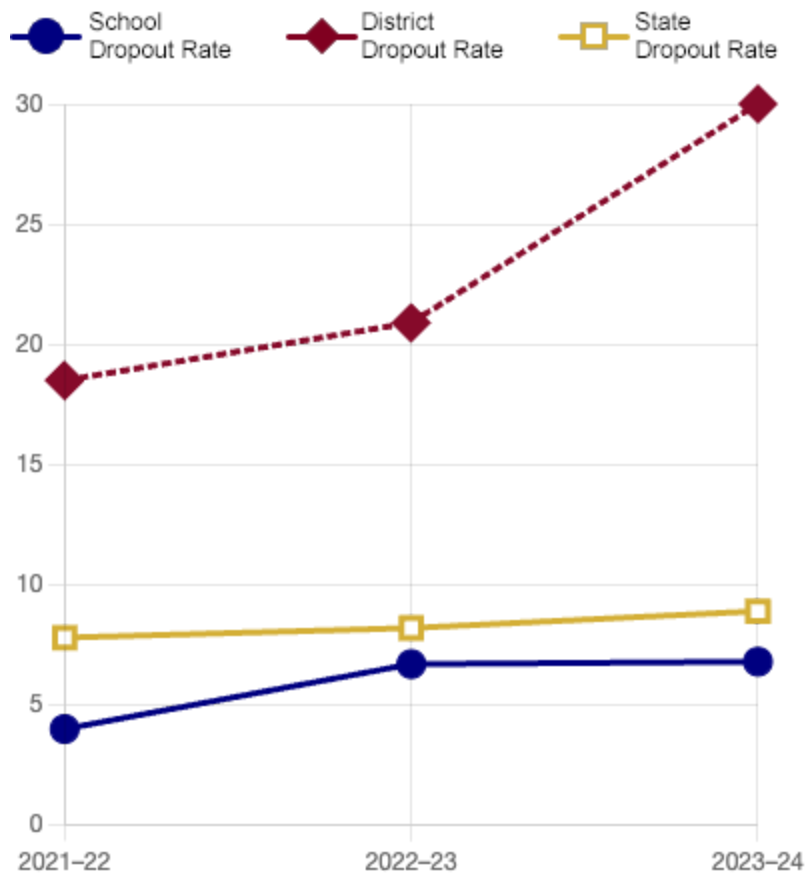
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	88.5%	90.7%	87.2%	63.9%	65.4%	66.0%	87%	86.2%	86.4%
Dropout Rate	4%	6.7%	6.8%	18.5%	20.9%	30.0%	7.8%	8.2%	8.9%

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



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	398	347	87.2%
Female	205	190	92.7%
Male	187	151	80.7%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	36	33	91.7%
Filipino	--	--	--
Hispanic or Latino	217	182	83.9%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	14	11	78.6%
White	119	109	91.6%
English Learners	24	17	70.8%
Foster Youth	--	--	--
Homeless	34	23	67.6%
Socioeconomically Disadvantaged	319	274	85.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	70	60	85.7%

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 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2472	2385	30	1.3%
Female	1264	1224	19	1.6%
Male	1191	1144	11	1.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	12	0	0.0%
Asian	13	13	0	0.0%
Black or African American	244	232	3	1.3%
Filipino	12	12	0	0.0%
Hispanic or Latino	1451	1404	15	1.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	123	116	2	1.7%
White	606	586	10	1.7%
English Learners	176	170	5	2.9%
Foster Youth	31	28	0	0.0%
Homeless	138	129	3	2.3%
Socioeconomically Disadvantaged	1748	1679	20	1.2%
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	449	436	3	0.7%

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.48%	3.10%	3.24%	3.83%	6.62%	5.72%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.04%	0.00%	0.00%	0.02%	0.12%	0.07%	0.08%	0.07%

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 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.24%	0%
Female	1.98%	0%
Male	4.62%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	6.97%	0%
Filipino	0%	0%
Hispanic or Latino	2.48%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	6.5%	0%
White	2.97%	0%
English Learners	3.98%	0%
Foster Youth	6.45%	0%
Homeless	4.35%	0%
Socioeconomically Disadvantaged	3.32%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	5.12%	0%

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 2024–25)

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 2021–22)

Excelsior's Independent Study Model allows for instruction via in-person, virtual instruction, as well as full-time supported independent study. The class sizes listed report all teacher of record scenarios regardless of instructional delivery.

All in-person classes have a maximum student capacity of 32 students regardless of campus. Any classes shown over 32 students are full-time independent study classes supported by the appropriate subject specific credentialed teacher.

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)

Excelsior's Independent Study Model allows for instruction via in-person, virtual instruction, as well as full-time supported independent study. The class sizes listed report all teacher of record scenarios regardless of instructional delivery.

All in-person classes have a maximum student capacity of 32 students regardless of campus. Any classes shown over 32 students are full-time independent study classes supported by the appropriate subject specific credentialed teacher.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Excelsior's Independent Study Model allows for instruction via in-person, virtual instruction, as well as full-time supported independent study. The class sizes listed report all teacher of record scenarios regardless of instructional delivery.

All in-person classes have a maximum student capacity of 32 students regardless of campus. Any classes shown over 32 students are full-time independent study classes supported by the appropriate subject specific credentialed teacher.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	99	31	11
Mathematics	15.00	95	27	11
Science	18.00	63	28	4
Social Science	17.00	86	24	10

* 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 2023–24)

Title	Ratio
Pupils to Academic Counselor*	757.14

* 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 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	3.20

* 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 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14330.00	\$2957.00	\$11373.00	\$73842.00
District	N/A	N/A	\$14330.00	\$73842.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16