

Excelsior Charter Schools

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

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.



Peter Wright, Superintendent

Principal, Excelsior Charter Schools

About Our School

Dear Excelsior Families, Staff and Community

"Preparing Students to be Successful Adults", that's what Excelsior is all about. I am proud to be a part of an organization with such a noble purpose. I first started with Excelsior in 1995 as a Facilitator. I have been privileged to work with an amazing group of professionals over the years as Excelsior has grown into a highly respected educational program. Now I am excited at the opportunity to continue to serve you, our families, staff and community, as Superintendent. The power of Excelsior's program is in the "Education Team" (Parent, Student & Facilitator). We believe that parents and students should be empowered to take responsibility for their education and more importantly, their future. Average schools focus on graduation; great schools focus on life after high school. Here at Excelsior our parents, students and staff all work together as a team to build the foundation of skills and experiences necessary to succeed in today's ever-changing world. At Excelsior your facilitator is your advocate not your obstacle. I don't just say these things, I believe them.

I invite you to join me in preparing the students of our community to be successful adults. Together we can make a difference.

Sincerely,

Peter Wright

Superintendent

Excelsior Charter Schools

Contact

Excelsior Charter Schools
15505 Civic Drive
Victorville, CA 92392

Phone: 760-245-4262

E-mail: peterw@excelsior.com

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Victor Valley Union High
Phone Number	(760) 955-3201
Superintendent	Ron Williams
E-mail Address	rwilliams@vvhhsd.org
Web Site	www.vvhhsd.org

School Contact Information (School Year 2016-17)	
School Name	Excelsior Charter Schools
Street	15505 Civic Drive
City, State, Zip	Victorville, Ca, 92392
Phone Number	760-245-4262
Principal	Peter Wright, Superintendent
E-mail Address	peterw@excelsior.com
Web Site	http://www.excelsior.com
County-District-School (CDS) Code	36679343630761

Last updated: 1/24/2017

School Description and Mission Statement (School Year 2016-17)

"Preparing Students to be Successful Adults"

Welcome to Excelsior Charter School, home of the Eagles! Excelsior is a WASC accredited, direct-funded, independent public charter school serving nearly 1200 students in grades 7-12. The dedicated staff at Excelsior provides the support, tools and assistance necessary for successful student-centered-learning. Here at Excelsior our parents, students and staff all work together as a team to build the foundation of skills and experiences necessary to succeed in today's ever-changing world.

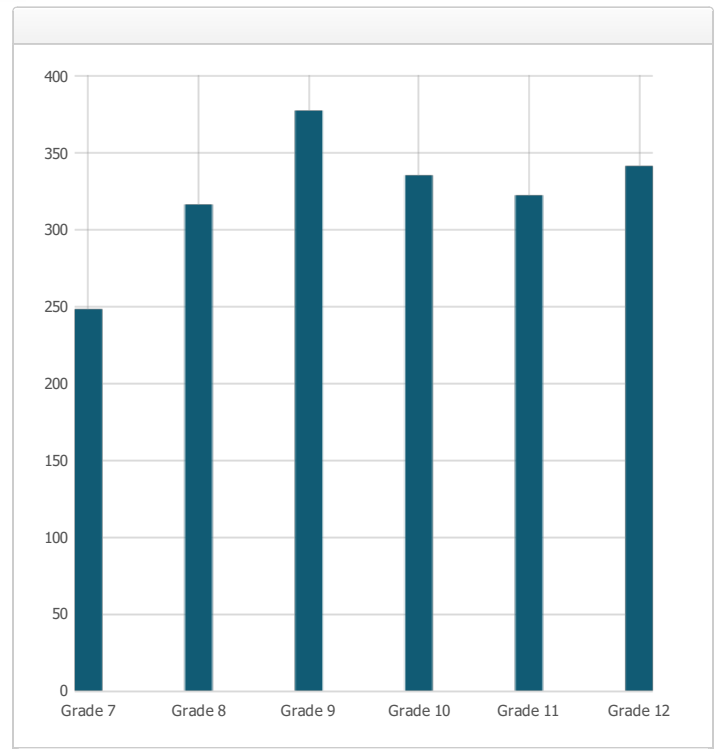
On November 30, 1994 Excelsior's petition to start a charter was approved by the Victor Valley Union High School District. The California Department of Education granted charter school status on January 13, 1995. On September 18, 2008 The Victor Valley Union High School District board approved an amendment to the Charter Agreement stating that Excelsior will be operated as a California Nonprofit Public Benefit Corporation.

Excelsior's Victorville campus is located on the campus of Victor Valley Community College in the city of Victorville. Victorville is situated in the High Desert, approximately 80 miles northeast of Los Angeles. Interstate 15 and State Highway 18 intersect near the heart of the city, and State Highway 395 borders Victorville on the west. Victorville is the central business area of the High Desert and consumers come from well beyond its city limits. It is "the largest commercial center between San Bernardino and the Nevada Border". Our Victorville campus primarily serves students in the Victor Valley, which not only includes Victorville but also the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, and Oak Hills. A resource center was opened in Barstow in the spring of 2003. Barstow is approximately 40 miles south of Victorville off the 15 freeway. Excelsior is continuing to expand. A new larger facility located on the VVC campus just opened in the Fall of 2011. Excelsior opened another resource center in Phelan in the spring of 2011. Phelan's location is approximately 25 miles west of Victorville and is now serving Phelan, Baldy Mesa, Pinon Hills, Devore, and Wrightwood. A resource center in North Victorville opened in the fall of 2013. This resource center is 15 miles northwest of the Victorville campus and serves students in the Adelanto, and Oro Grande area. A resource Center in Norco opened during the Spring of 2013. Norco is approximately 52 miles south of Victorville and will be serving students from Chino, Chino Hills, Eastvale, Corona, and Mira Loma. Another resource center is in the northern area of Victorville, located on the Southern California Logistics Airport, serving the areas of Victorville and Adelanto. A resource center in Ontario, CA opened in the spring of 2015. Ontario is approximately 51 miles south of Victorville and will be serving students from Ontario, Rancho Cucamonga, Montclair, Pomona, Claremont and Upland. A resource center in East Highland, CA opened in the spring of 2016. East Highland is approximately 42 miles south of Victorville and will be serving students from Highland, Fontana, Montclair, Yucaipa, and Big Bear. A resource center in Corona, CA opened in the fall of 2016. Corona is approximately 57 miles south of Victorville and will be serving students from Corona.

Last updated: 1/24/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	248
Grade 8	316
Grade 9	377
Grade 10	335
Grade 11	322
Grade 12	341
Total Enrollment	1939



Last updated: 1/24/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.4 %
American Indian or Alaska Native	0.8 %
Asian	0.8 %
Filipino	0.6 %
Hispanic or Latino	38.8 %
Native Hawaiian or Pacific Islander	0.5 %
White	40.8 %
Two or More Races	5.2 %
Other	3.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	52.9 %
English Learners	2.3 %
Students with Disabilities	10.7 %
Foster Youth	0.5 %

Last updated: 1/24/2017

A. Conditions of Learning

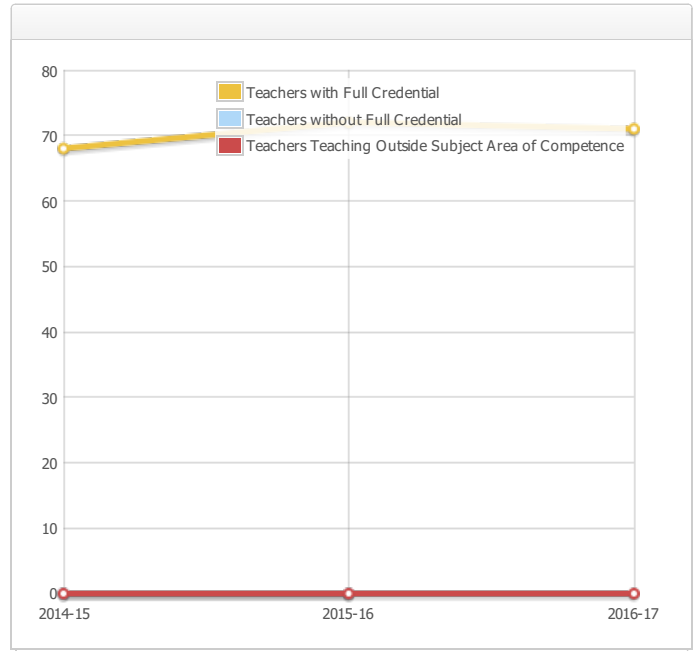
State Priority: Basic

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 Credentials

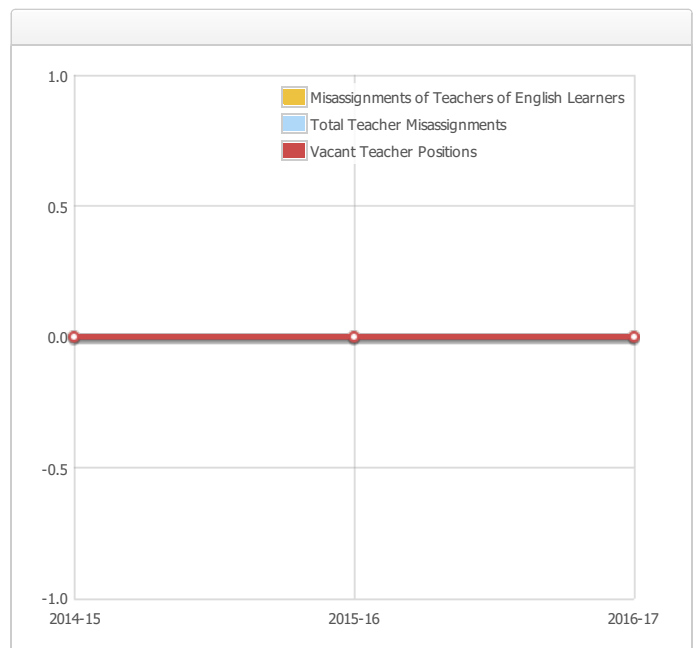
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	68	72	71	71
Without Full Credential	0	0		0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/13/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/13/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	40.0%	60.0%
High-Poverty Schools in District	40.0%	60.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/13/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/13/2017

School Facility Conditions and Planned Improvements

Summary of Most Recent Site Inspection

Excelsior Charter Schools moved to its new facility in January 2012. The facility is being used by about 1200 students and 90 staff members. The new multi-purpose room was completed in August 2012. The whole campus is in very good condition. Excelsior's resource centers are in very good condition, as well. They are very well maintained by the local cleaning crews.

Repairs Needed

Other than warranty work on the new facility, none.

Corrective Actions Taken or Planned

Warranty requests submitted to appropriate companies.

School Facility Conditions and Planned Improvements (School Year 2014-15)

Other than warranty work, none. New facility in Corona, resource centers maintained and up and running as needed.

Last updated: 2/13/2017

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
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:

Overall Rating	Exemplary
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Last updated: 3/13/2017

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	49.0%	37.0%	37.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	16.0%	16.0%	14.0%	14.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 2/1/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/1/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 2/1/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 2/1/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	264.0	236.0	89.4%	48.9%
Male	133.0	117.0	88.0%	44.0%
Female	131.0	119.0	90.8%	53.8%
Black or African American	23.0	18.0	78.3%	27.8%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	107.0	100.0	93.5%	41.0%
Native Hawaiian or Pacific Islander				
White	99.0	86.0	86.9%	61.2%
Two or More Races	13.0	12.0	92.3%	58.3%
Socioeconomically Disadvantaged	158.0	142.0	89.9%	47.5%
English Learners				
Students with Disabilities	28.0	25.0	89.3%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 2/1/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346.0	314.0	90.8%	40.8%
Male	171.0	154.0	90.1%	30.7%
Female	175.0	160.0	91.4%	50.6%
Black or African American	47.0	42.0	89.4%	34.2%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	130.0	118.0	90.8%	38.1%
Native Hawaiian or Pacific Islander				
White	137.0	126.0	92.0%	46.0%
Two or More Races	15.0	13.0	86.7%	38.5%
Socioeconomically Disadvantaged	184.0	165.0	89.7%	35.6%
English Learners				
Students with Disabilities	23.0	20.0	87.0%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 2/1/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	372.0	325.0	87.4%	56.3%
Male	195.0	167.0	85.6%	52.7%
Female	177.0	158.0	89.3%	60.1%
Black or African American	31.0	27.0	87.1%	55.6%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	145.0	131.0	90.3%	52.7%
Native Hawaiian or Pacific Islander				
White	165.0	140.0	84.9%	62.9%
Two or More Races	14.0		78.6%	36.4%
Socioeconomically Disadvantaged	166.0	148.0	89.2%	51.4%
English Learners				
Students with Disabilities	36.0	31.0	86.1%	19.4%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/1/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 2/1/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/1/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	264.0	231.0	87.5%	21.7%
Male	133.0	114.0	85.7%	21.1%
Female	131.0	117.0	89.3%	22.2%
Black or African American	23.0	17.0	73.9%	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	107.0	99.0	92.5%	19.2%
Native Hawaiian or Pacific Islander				
White	99.0	84.0	84.9%	25.0%
Two or More Races	13.0	--	76.9%	20.0%
Socioeconomically Disadvantaged	158.0	139.0	88.0%	15.8%
English Learners				
Students with Disabilities	27.0	23.0	85.2%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 2/1/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	349.0	315.0	90.3%	11.6%
Male	173.0	155.0	89.6%	
Female	176.0	160.0	90.9%	14.0%
Black or African American	47.0	42.0	89.4%	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	132.0	119.0	90.2%	
Native Hawaiian or Pacific Islander				
White	138.0	126.0	91.3%	17.9%
Two or More Races	15.0	13.0	86.7%	15.4%
Socioeconomically Disadvantaged	186.0	165.0	88.7%	
English Learners				
Students with Disabilities	24.0	20.0	83.3%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 2/1/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	372.0	321.0	86.3%	16.2%
Male	195.0	166.0	85.1%	16.3%
Female	177.0	155.0	87.6%	16.1%
Black or African American	31.0	27.0	87.1%	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	145.0	129.0	89.0%	15.5%
Native Hawaiian or Pacific Islander				
White	165.0	138.0	83.6%	18.8%
Two or More Races	14.0		78.6%	18.2%
Socioeconomically Disadvantaged	166.0	145.0	87.4%	
English Learners				
Students with Disabilities	36.0	31.0	86.1%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 2/1/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Science (grades 5, 8, and 10)	51.0%	45.0%	41.0%	39.0%	60%	56%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 2/1/2017

CAASPP Tests Results in Science by Student Group Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	712	599	84.1%	45.1%
Male	355	297	83.7%	45.1%
Female	357	302	84.6%	45.0%
Black or African American	75	65	86.7%	24.6%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	282	241	85.5%	41.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	286	238	83.2%	52.1%
Two or More Races	30	26	86.7%	57.7%
Socioeconomically Disadvantaged	371	313	84.4%	38.3%
English Learners	--	--	--	--
Students with Disabilities	62	52	83.9%	17.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

Career Technical Education Programs (School Year 2014-15)

Excelsior Charter School, in partnership with the Barstow Community College has opened a Career Technical Education (CTE) & Workforce Development Center. This partnership gives students the opportunity to earn a vocational certificate while attending High School. Classes offered at the CTE Center include Welding,

Auto/Diesel Mechanics, Photography, Electrical/ Solar Technology and Child Development. Students taking these courses are getting a head start on their personal life plan and are gaining valuable knowledge in interpersonal skills along with hands-on experience.

We currently have 2 instructors who are approved through the UCCI Institute as course developers and have volunteered as Facilitators to lead teams in course development for high school career technical education (CTE). The approval committee has very strict guidelines for which courses are approved. After the application is submitted, there is a selection committee that reviews each application and selects those educators they feel would have the experience, knowledge of subject matter, and skills to work in a team of 6-10 to create a CTE integrated course. This process takes place over a rigorous 3 day time span along with several hours of their own time from home to create the courses. Currently, the Engineering Geometry with Physics course that is taught on our campus is one of the approved courses through the UCCI Institute. The following information is from the UCCI Institute website which best explains the program and course development.

The UCCI Institutes are part of a statewide education reform movement focused on keeping students engaged in learning while giving them the skills they need for post-secondary success, whether they pursue college or a career after graduation.

A key goal of the Institutes is to showcase the possibilities for innovative high school career technical education (CTE) courses infused with rigorous academic ("a-g") content. These model integrated courses are designed to be approved in the "a-g" subject area and designated as CTE. Once approved, these courses fulfill college-preparatory ("a-g") requirements and are available to be taught at high schools throughout California.

As of the Spring 2012 Institutes, 32 courses had been developed at the UCCI Institutes. Fourteen of these courses have been approved by UC and by local schools and districts. These courses are being taught in 20 California high schools.

Last updated: 2/1/2017

Career Technical Education Participation (School Year 2015-16)

In place of several articulated courses, ongoing partnerships provide Excelsior students the exciting opportunity to participate in classes and to interact directly with instructors at the post-secondary level.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/1/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	22.6%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2017

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

At Excelsior our parents have a variety of ways to help our students transition to become successful adults and have a challenging yet enjoyable Junior and Senior high school experience. Parents are encourage to participate in our internship/mentorship program by providing opportunities for students to gain work experience or simply donating 1 hour of their time to answer student questions about their professional area of expertise. Our ASB and many other clubs are always in need of parent chaperones for student events and field trips. Parents are also provided a monthly opportunity at our school board meeting to highlight any particular area of concern. Any person interested in volunteering to work with students may be required to submit to a background examination. All persons interested please contact us at (760)245-4262.

State Priority: Pupil Engagement

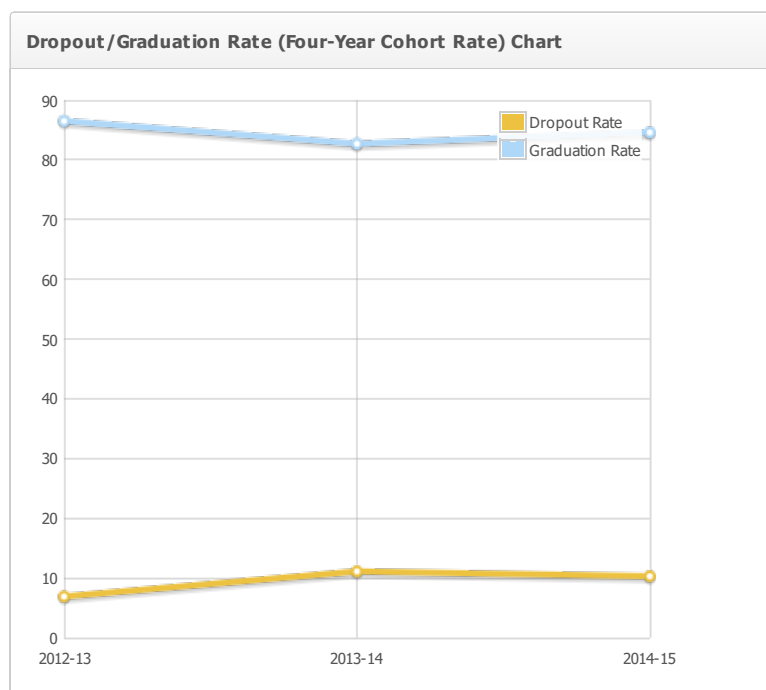
Last updated: 1/24/2017

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.9%	11.1%	10.3%	13.3%	15.5%	17.2%	11.4%	11.5%	10.7%
Graduation Rate	86.5%	82.7%	84.6%	--	--	--	80.4%	81.0%	82.3%



Last updated: 2/1/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	100.0%	86.0%	85.9%
Black or African American	96.0%	75.0%	77.0%
American Indian or Alaska Native	50.0%	65.0%	75.0%
Asian	100.0%	67.0%	99.0%
Filipino	100.0%	88.0%	97.0%
Hispanic or Latino	100.0%	88.0%	84.0%
Native Hawaiian or Pacific Islander	100.0%	91.0%	85.0%
White	100.0%	92.0%	87.0%
Two or More Races	82.0%	92.0%	91.0%
Socioeconomically Disadvantaged	100.0%	87.0%	77.0%
English Learners	100.0%	46.0%	51.0%
Students with Disabilities	88.0%	67.0%	68.0%
Foster Youth	--	--	--

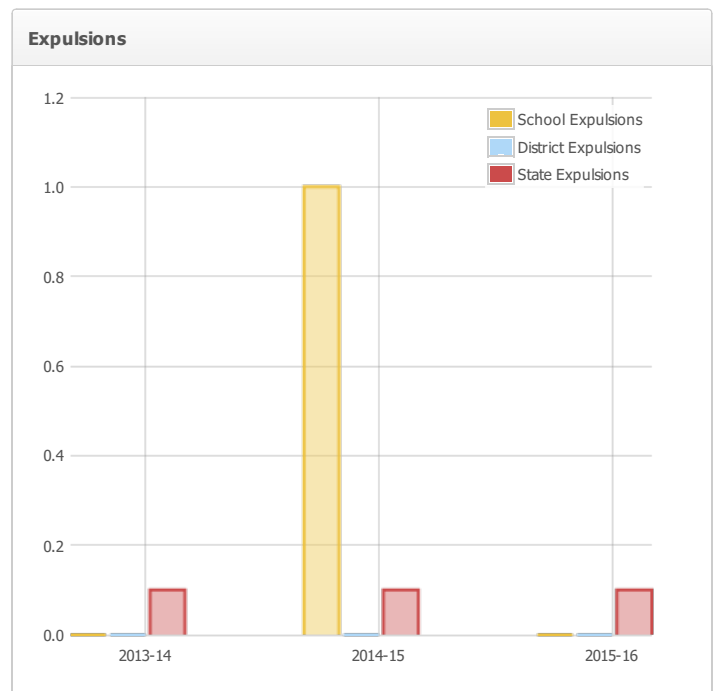
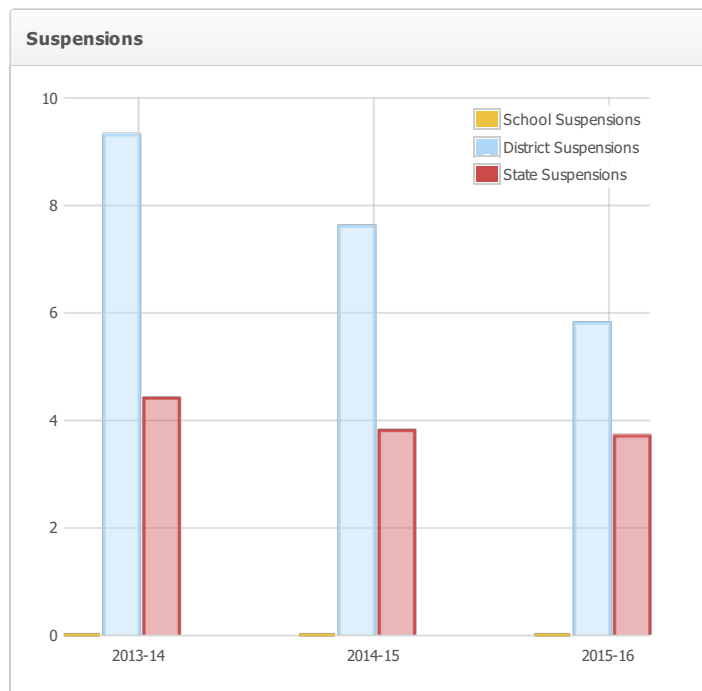
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0%	0.0%	0.0%	9.3%	7.6%	5.8%	4.4%	3.8%	3.7%
Expulsions	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/24/2017

School Safety Plan (School Year 2016-17)

Excelsior's safety plan incorporates the emergency response personnel from Victor Valley College in the areas of emergency response and campus safety. Excelsior also incorporates the Emergency Response Crisis Kits as encouraged by the California Superintendent of Schools if immediate action must be taken prior to the arrival of appropriate personnel. Safety drills are performed on a quarterly basis and at times include Victor Valley College safety personnel as well as the Spring Valley Lake Fire Department.

Last updated: 1/24/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	88.9%

Last updated: 1/24/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/24/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	117.0	6	0	6	135.0	5	0	7				
Mathematics	83.0	10	0	9	106.0	6	3	7				
Science	98.0	5	1	5	117.0	5	1	4				
Social Science	139.0	5	0	5	142.0	5	0	5				

* 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.

Last updated: 1/24/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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

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

*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.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$71593.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$77824.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

Excelsior provides a variety of supplemental programs to improve student achievement:

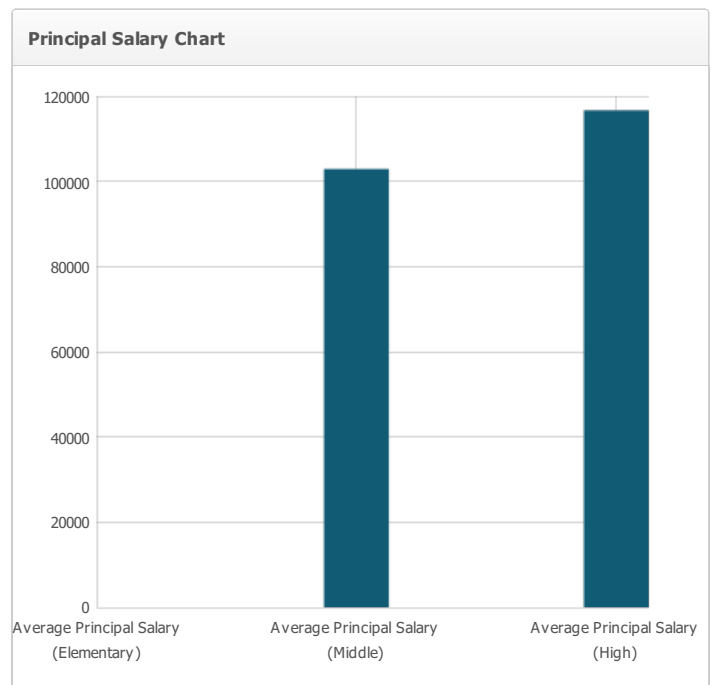
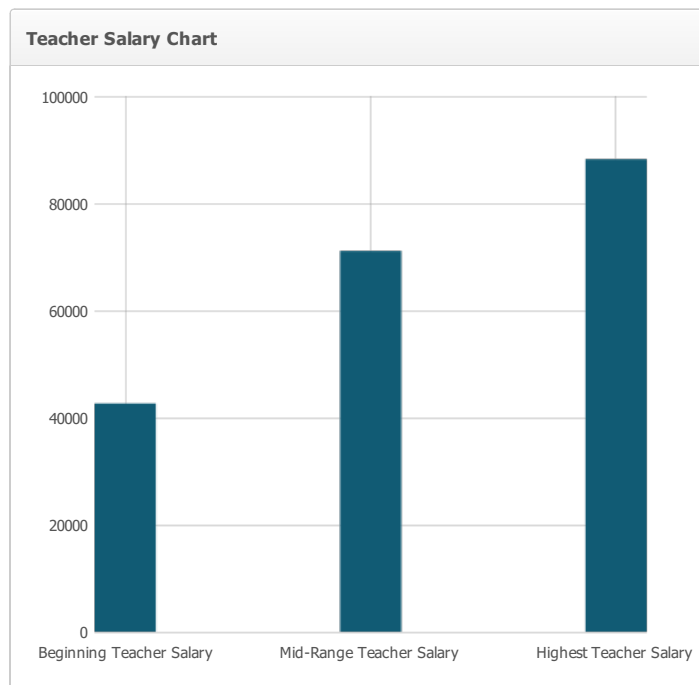
- Targeted Reading Intervention Program
- Reading Plus software for reading assessment and improvement
- Criterion Computerized Reading and Writing Appraisal Program
- ALEKS Math computer program

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,628	\$46,184
Mid-Range Teacher Salary	\$71,105	\$75,179
Highest Teacher Salary	\$88,242	\$96,169
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$102,886	\$124,243
Average Principal Salary (High)	\$116,659	\$137,939
Superintendent Salary	\$200,078	\$217,637
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2017

Professional Development

The Executive Governing Board recognizes that a well-trained staff is essential to carrying out its goals. Besides providing opportunities for personal growth, staff development is viewed as necessary, continuous, and a systematic effort to improve Excelsior's educational programs by involving all staff members in activities that improve their skills and broaden their perspectives. Accordingly Mondays have been designated for staff collaboration and training. All staff development shall be in alignment with Excelsior's Vision, Mission, Objectives and Goals.

Approximately 12 days per year are allocated to professional development, alongside additional web trainings and a Mentor program for Facilitators.

Additionally all employees shall develop an Individual Career Development Plan ("ICDP") in conjunction with their supervisor which shall be reviewed at least at each evaluation. The ICDP is designed to help each employee identify and plan for career growth in order to fulfill the mutual goals of individual career development and organizational enhancement. Each ICDP is uniquely tailored to the needs of the individual and the organization. The ICDP is a personal action plan, jointly agreed to by the employee and their supervisor, which identifies short and long-term career goals. An ICDP also identifies the training and other developmental experiences needed to achieve those goals. Employees are encouraged to attend additional external training and conferences in alignment with their ICDP, Excelsior's Vision, Mission, Objectives and Goals and the employees job duties as deemed necessary and approved by their supervisor.

Last updated: 2/1/2017