

School Accountability Report Card Reported for School Year 2009–10

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Excelsior Academy	District Name	
Street	7202 Princess View Drive	Phone Number	
City, State, Zip	San Diego, CA 92120	Web Site	
Phone Number	619-583-6762	Superintendent	
Director	Cathy Davis	E-mail Address	
E-mail Address	cdavis@excelsioracademy.com	CDS Code	37-68338-7067846

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs and its goals.

Excelsior Academy provides a rich and challenging college preparatory program for students with unique learning profiles.

- Students enjoy a nurturing, supportive learning environment where they meet success in mastering life's challenges.
- Special educators help students prepare for college, for future careers, and for being productive citizens.
- Student – teacher ratios of 6 students to 1 adult per classroom provide individual instruction and extra assistance as needed.
- Students engage daily in a character education program that teaches them to make healthy decisions, create positive social relationships, and learn useful problem-solving skills.

Vision

All members of Excelsior Academy will be respectful and responsible individuals.

Mission Statement

The mission of the Excelsior Academy community (students, staff, and families) is to provide a safe and nurturing environment wherein students become literate, thinking, independent, and productive citizens.

School Description

Excelsior Academy is a Blue Ribbon and a National School of Character Award winner. As a private, nonpublic school, Excelsior serves students with learning differences in the San Diego area. Founded in 1988 and certified by the State of California, the Academy is accredited by the Western Association of Schools and Colleges.

Excelsior students are of average and above average intelligence in grades first through twelfth whose needs fall within the areas of processing, memory, language, organization, attention, and socialization. The majority of Excelsior students have potential to attend college. Consequently, the goals of the school are the guide students to understand their unique learning profiles and learning differences and to achieve academic success, thereby realizing their potential.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities.

Contact person: Cindy Chapman

The importance of schoolwide communication throughout the EA community has always been a priority. The strong belief that working together as a team will produce the best result for students is a prevalent idea at EA. Efforts to involve parents in the school community are ongoing and continuous. Through their participation in IEP meetings, teacher conferences, and monthly communications, parents have an active role in designing the educational program for their child.

The Excelsior Academy Parent Association (EAPA) supports the EA community in a variety of ways. All parents are encouraged to join and become actively involved in the EAPA. The group's role is to:

- provide opportunities for parents to take an active role in the EA community (directory, socials, connecting parents to each other);*
- create extra-curricular social experiences for EA kids;*
- provide parent-to-parent support and information; support teachers with parties, celebrations, events, and field trips.*

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	8
Grade 1	0	Ungraded Elementary	22
Grade 2	0	Grade 9	10
Grade 3	4	Grade 10	14
Grade 4	1	Grade 11	13
Grade 5	3	Grade 12	11
Grade 6	1	Ungraded Secondary	48
Grade 7	5	Total Enrollment	70

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6%	White (not Hispanic)	71%
American Indian or Alaska Native	3%	Multiple or No Response	
Asian	3%	English Learners	
Filipino		Students with Disabilities	100%
Hispanic or Latino	17%	n/a	n/a
Pacific islander			

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	9	X			5	X			8	X		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	X			12	X			12	X		
Mathematics	12	X			12	X			12	X		
Science	12	X			12	X			12	X		
Social Science	12	X			12	X			12	X		

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

Excelsior Academy has developed a comprehensive school safety plan that meets state requirements as described in California Education Code Section 35294 et seq. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for addressing student injuries, a sexual harassment policy, child abuse reporting procedures, school dress code, and school discipline policies.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	3	1	1			
Expulsions	N/A	N/A	N/A			

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Recently, dead trees have been removed from the grounds, restrooms, drinking fountains, and classroom blinds have all been replaced. Currently, the district is working on upgrades in lighting fixtures. The district is working towards scheduling the repair of wood rot on the eaves on buildings and some water damage issues on one corner of one of the buildings.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
Interior: Interior Surfaces	n/a		X		Some ceiling tiles in some classrooms are going to be replaced by the district
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a		X		District has begun to replace lighting fixtures on campus.
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			District has come in and replaced drinking fountains and upgraded restrooms
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a		X		Some fascia boards have wood rot and will be repaired by the district
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			Both the district and the school has removed a few dead trees on the school grounds
Overall Rating	n/a				

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	8	6	6	
Without Full Credential	1	2	2	
Teaching Outside Subject Area of Competence	3	0	6	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	76%	24%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	25
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		

Nurse		
Speech/Language/Hearing Specialist	2	27
Resource Specialist (non-teaching)		
OT	1	30

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009–10)

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Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	76%	24%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Sufficient textbooks/instructional materials	0
Mathematics	Sufficient textbooks/instructional materials	0
Science	Sufficient textbooks/instructional materials	0
History-Social Science	Sufficient textbooks/instructional materials	0
Foreign Language	Sufficient textbooks/instructional materials	0
Health	Sufficient textbooks/instructional materials	0
Visual and Performing Arts	Sufficient textbooks/instructional materials	0
Science Laboratory Equipment (grades 9-12)	Sufficient textbooks/instructional materials	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Excelsior Academy has a daily rate of \$129.16 for the 2010-2011 school year. This rate is inclusive of all designated instructional services including counseling, speech-language therapy, and occupational therapy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	100%	100%	90%						
Mathematics	100%	100%	80%						

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)									
Graduation Rate	100%	100%	100%						

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009–10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2010		
	School	District	State
All Students	12		
African American			
American Indian or Alaska Native			
Asian			
Filipino			

Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities	12		