

# 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

## School Accountability Report Card

### Reported Using Data from the 2019–2020 School Year

#### California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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

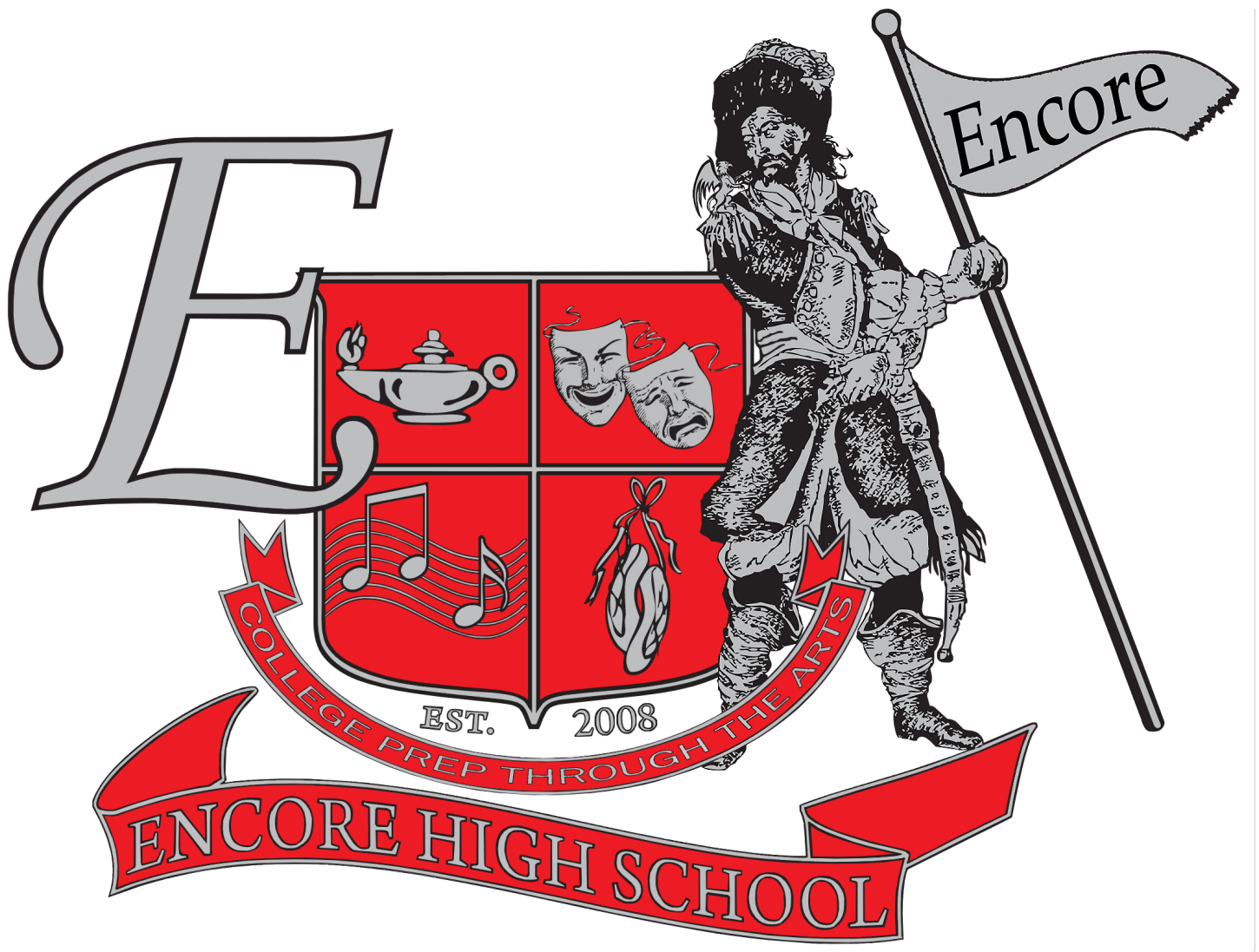
DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (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.

#### Mrs. Denise Rae Griffin, Chief Executive Officer

- Principal, Encore Jr./Sr. High School for the Performing and Visual Arts



### About Our School

Encore Education Corporation has entered into lucky thirteen years. Through the help and commitment of our dedicated staff, Encore's metamorphosis continues. As one of the three founders of this organization, I am constantly humbled by how quickly and effectively our team has grown.

This organization has been built on the blood, sweat, tears and love from all different kinds of stakeholders. Encore's success is attributed to the thousands of great ideas submitted by our stakeholders to help make this organization better. Having a respect for everyone, whether they are staff members, students, parents, community members or alumni, is what has made Encore successful.

Encore has a unique vibe. We teach students how to love the arts as they learn and develop their work ethic, accept other people for their differences and respect the world around them. Encore works hard to make sure that the Encore Pirates are ready for the world after high school, including college. At the close of the 2020 school year, more than \$17 million in scholarships had been awarded to our graduates to date, with an average of 100 graduating seniors every year.

Encore was created to help young people find their passion in art and to rigorously explore the opportunities within that passion. These are the art kids.

Think of a world without music, without art, without dance, without drama. The world loses ingenuity, creativity, innovation and invention. It is important that the adults of the world support youth in arts so creativity and culture can continue for generations to come.

Thank you for supporting arts in Southern California, and thank you even more for supporting youth arts within the Encore organization. Go Pirates!

Denise Griffin

CEO and founder, Encore Education Corporation

### Contact

Encore Jr./Sr. High School for the Performing and Visual Arts  
16955 Lemon St.  
Hesperia, CA 92345-5139

Phone: 760-949-2036

Email: [ceo@officerteam.com](mailto:ceo@officerteam.com)

## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Hesperia Unified
Phone Number	(760) 244-4411
Superintendent	David Olney
Email Address	<a href="mailto:david.olney@hesperiausd.org">david.olney@hesperiausd.org</a>
Website	<a href="http://www.hesperiausd.org">www.hesperiausd.org</a>

School Contact Information (School Year 2020–2021)	
School Name	Encore Jr./Sr. High School for the Performing and Visual Arts
Street	16955 Lemon St.
City, State, Zip	Hesperia, Ca, 92345-5139
Phone Number	760-949-2036
Principal	Mrs. Denise Rae Griffin, Chief Executive Officer
Email Address	<a href="mailto:ceo@officerteam.com">ceo@officerteam.com</a>
Website	<a href="http://www.encorehighschool.com">http://www.encorehighschool.com</a>
County-District-School (CDS) Code	36750440116707

Last updated: 2/4/2021

### School Description and Mission Statement (School Year 2020–2021)

MISSION- The mission of Encore High School is to provide a creative, challenging, and nurturing environment that offers secondary students with innovative preparation for university education, career pathway, and a pursuit of the arts.

#### Educational Philosophy

Encore offers a creative learning environment combining intensive studies of arts education with intensive pre-college academic classes. The goal of Encore is to help Encore students learn how to juggle academics and career experiences/expertise. If a student learns how to multitask using both academic and career skills, they will become lifelong learners and success after high school.

- An educated person of the 21st century is well rounded and can use critical thinking to work through everyday problems. With education beyond high school through either University, Trade, or Life Experience - an educated person can interact, socialize, and flourish in today's society.
- A student will be most successful in their high school career if they enjoy the educational atmosphere in their institution. It is important that the academic lessons are challenging, relevant to today's expanding technology, and clear.
- It is also important that electives appeal to the student directly with relevant career skills tied into each elective class.

- An educated person in the 21st century must be technologically fluent and be able to use technology as a means for communication. They must also be interested in seeking further development within technology regardless of career choice.
- Students should strive to be college and career-ready by the time they graduate to be prepared for life after high school. This means that all students should graduate either: A-G qualified or by completing an appropriate CTE course of study.

Encore Beliefs and Goals

We Believe:

- We believe Encore should be a place of choice for young people to learn how to plan their life after high school in a medium-sized environment where academics and arts play a vital role in creating a well-rounded education.
- We believe that the quality and service of a private school can be offered at a public school level as an option to tailor-make a program that is right for the individual student.
- We believe that developing deep critical thinking skills through art-based projects (for project-based learning) teaches discipline and work ethic.
- We believe that every student should be valued and respected.

*Last updated: 2/4/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 7	167
Grade 8	202
Grade 9	165
Grade 10	165
Grade 11	156
Grade 12	114
<b>Total Enrollment</b>	<b>969</b>



**Student Enrollment by Student Group (School Year 2019–2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	13.80 %
American Indian or Alaska Native	0.50 %
Asian	0.80 %
Filipino	0.10 %
Hispanic or Latino	52.60 %
Native Hawaiian or Pacific Islander	0.40 %
White	28.30 %
Two or More Races	3.40 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	56.90 %
English Learners	9.30 %
Students with Disabilities	12.20 %
Foster Youth	0.40 %
Homeless	%

**State Priority: Basic**

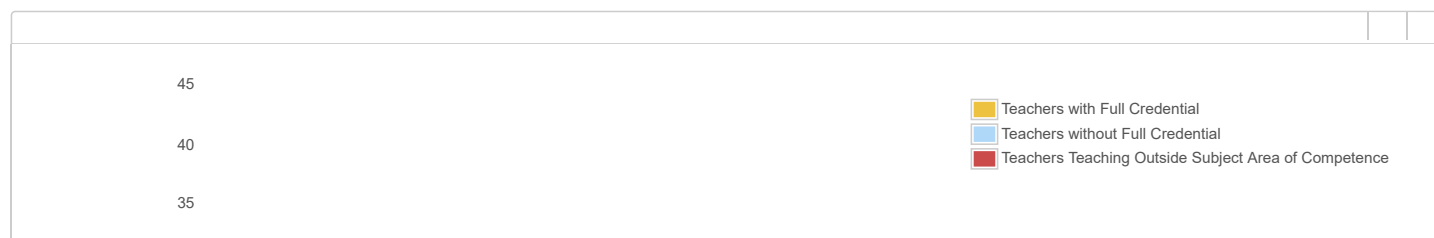
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

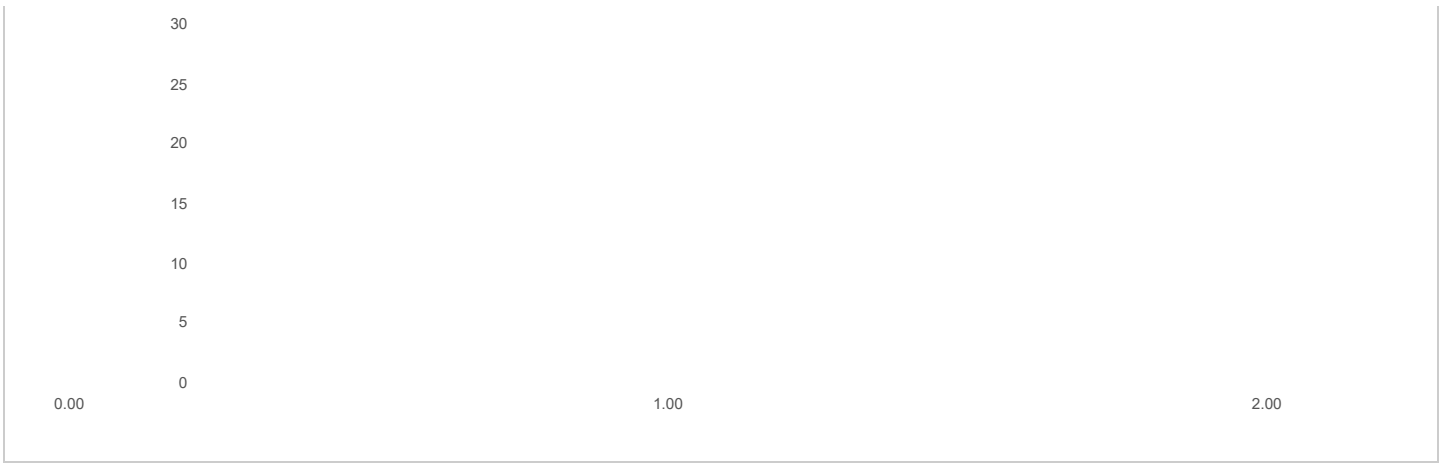
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

As a unique charter school, Encore employs credentialed teachers for the core academic teaching assignments and industry professionals for the career based arts programs. Prior to June 2021, Industry professionals placed in arts teaching assignments are required to enter a credentialing program in their third year of teaching at Encore. After June 2021, all arts teachers are hired with teaching credentials. Teachers currently on staff in the arts department that are in the credentialing programs have until June 2025 to complete their credentials pursuant to California Law implemented January 2021.

<b>Teachers</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>School 2020– 2021</b>	<b>District 2020– 2021</b>
With Full Credential	40	40	32	
Without Full Credential	20	20	9	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

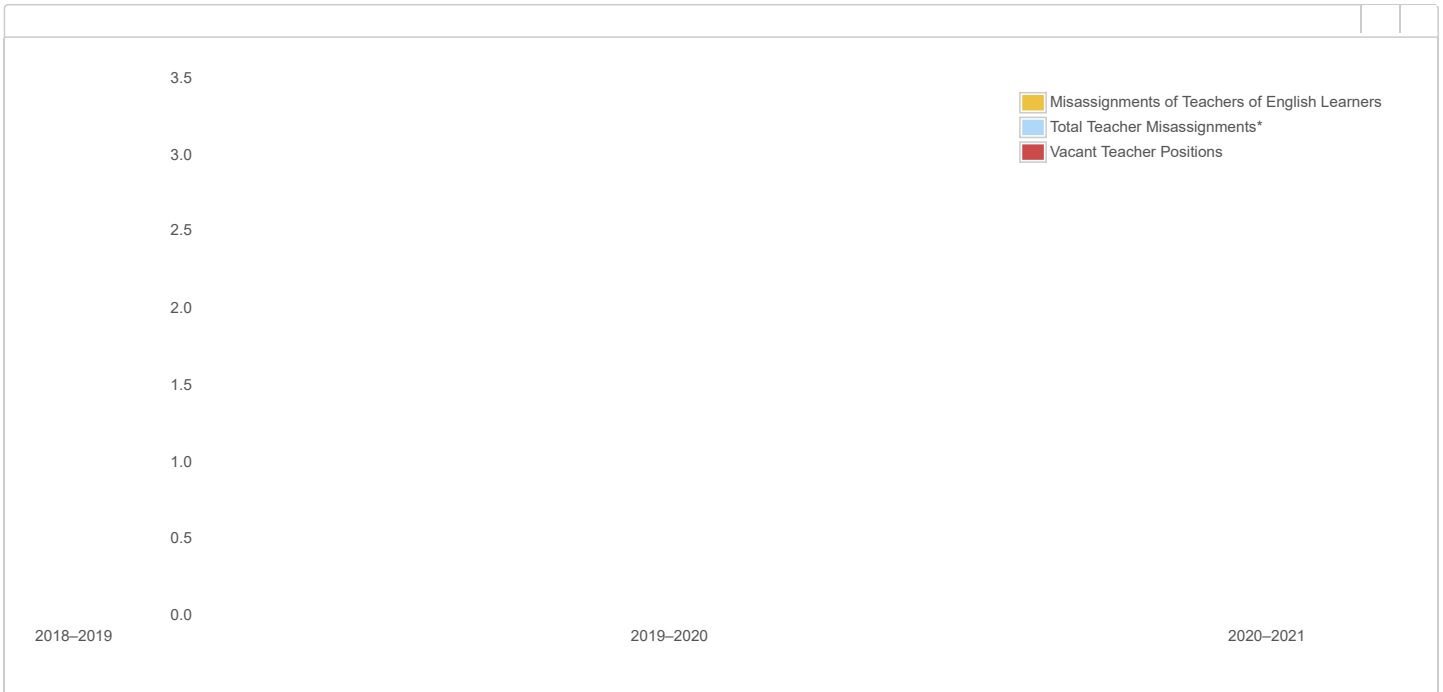




Last updated: 2/4/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	3	0
Vacant Teacher Positions	0	1	2



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: 2/4/2021

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English I -</p> <ul style="list-style-type: none"> <li>• CyberHigh</li> <li>• Farewell to Manzanar</li> <li>• Dance Hall of the Dead</li> <li>• Sunrise Over Fallujah</li> <li>• Romeo and Juliet</li> <li>• West Side Story</li> </ul> <p>English II -</p> <ul style="list-style-type: none"> <li>• Cyber High</li> </ul> <p>English III</p> <ul style="list-style-type: none"> <li>• Cyber High</li> <li>• The Crucible</li> <li>• The Raven</li> <li>• The Fall of the House of Usher</li> <li>• The Legend of Sleepy Hollow</li> <li>• Young Goodman Brown</li> <li>• Self Reliance</li> <li>• Walden</li> <li>• The Interesting Narrative of the Life of Olaudah Equiano</li> <li>• The Legend of Rip Van Winkle</li> <li>• Bless Me Ultima</li> </ul> <p>English IV</p> <ul style="list-style-type: none"> <li>• Cyber High</li> <li>• Titus Andronicus</li> <li>• Christmas Carol</li> <li>• The Screwtape Letters</li> <li>• The Hitchhiker's Guide to the Galaxy</li> </ul>	Yes	0.00 %
Mathematics	<p>Pre Algebra - Cyber High</p> <p>Algebra - Cyber High</p> <p>Math I - Cyber High</p> <p>Math II - Cyber High</p> <p>Math III - Cyber High</p> <p>Pre Calculus - Pre-Calculus: Mathematics for Calculus, Carnegie Learning</p> <p>Calculus - Calculus Graphical, Numerical, Algebraic, Pearson-Prentice Hall</p>	Yes	0.00 %
Science	<p>7th Grade Integrated Science - Science Alive!</p> <p>8th Grade Integrated Science - Science Alive!</p> <p>Environmental Science - Cyber High</p> <p>Biology - Cyber High</p> <p>Chemistry - CK12</p> <p>Chemistry II Honors - CK12</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Middle School World History - History Alive! Medieval Times through Industrialism Middle School US History - History Alive! High School World History - Cyber High High School US History - Cyber High US Government - Cyber High Economics - Cyber High	Yes	0.00 %
Foreign Language	Spanish I - Somos Spanish II - Somos	Yes	0.00 %
Health	Health and Fitness - Cyber High	Yes	0.00 %
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: 2/3/2021

### School Facility Conditions and Planned Improvements

<p>The Encore campus is located at 16955 Lemon Street in Hesperia. The campus is situated on 11 acres and houses just over 100,000 square feet of facilities including six permanent structure buildings, 19 relocatable buildings, and one big top facility.</p> <p>The campus is in good condition.</p> <p>On campus, there are no major construction projects planned.</p> <p>Encore is installing water bottle fountains and PPE appropriate for the campus.</p>
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Last updated: 2/3/2021

### 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: July 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed. Regularly scheduled maintenance happens quarterly.
<b>Interior:</b> Interior Surfaces	Good	No repairs needed. Ramps are being repainted as needed.



System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs needed. Monthly pest control visits are current and up to date. Campus Aides and Cintas are keeping cleanliness up to date and chemicals up to date. All hand soap, paper towel dispensers, and hand sanitizers have been installed as hands free mechanisms.
<b>Electrical:</b> Electrical	Good	None needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Water fountains are being replaced with water bottle fountains.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No repairs needed. Annual fire extinguisher inspections are up to date. Annual training happens every year with staff for fire extinguishers.
<b>Structural:</b> Structural Damage, Roofs	Good	No repairs needed.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs scheduled.

### Overall Facility Rate

Year and month of the most recent FIT report: July 2020

Overall Rating	Good
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Last updated: 2/3/2021

### 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	N/A	36.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	13.0%	N/A	24.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/3/2021

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>District 2018–2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
Science (grades 5, 8, and high school)	18	N/A	17	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 2/3/2021*

## Career Technical Education (CTE) Programs (School Year 2019–2020)

### Arts, Media, Entertainment

- Media Arts
- Visual/Commercial Arts
- Professional Choreography
- Professional Music
- Professional Theatre

### Fashion & Interior Design

- Fashion Design: Costumes

### Hospitality, Tourism, Recreation

- Restaurant Occupations
- Event / Program Management

*Last updated: 2/3/2021*

## Career Technical Education (CTE) Participation (School Year 2019–2020)

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	844
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.80%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 2/3/2021*

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	55.36%

### State Priority: Other Pupil Outcomes

Last updated: 2/3/2021

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 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 2/3/2021

### 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 school site

#### Opportunities for Parental Involvement (School Year 2020–2021)

- Parents are invited to School Board meetings
- Parents are invited to participate in fundraising activities
- Parents are invited to be a member of the Parent Advisory Committee
- Parents are invited to be a part of the Academic Excellence Committee

Last updated: 2/3/2021

### State Priority: Pupil Engagement

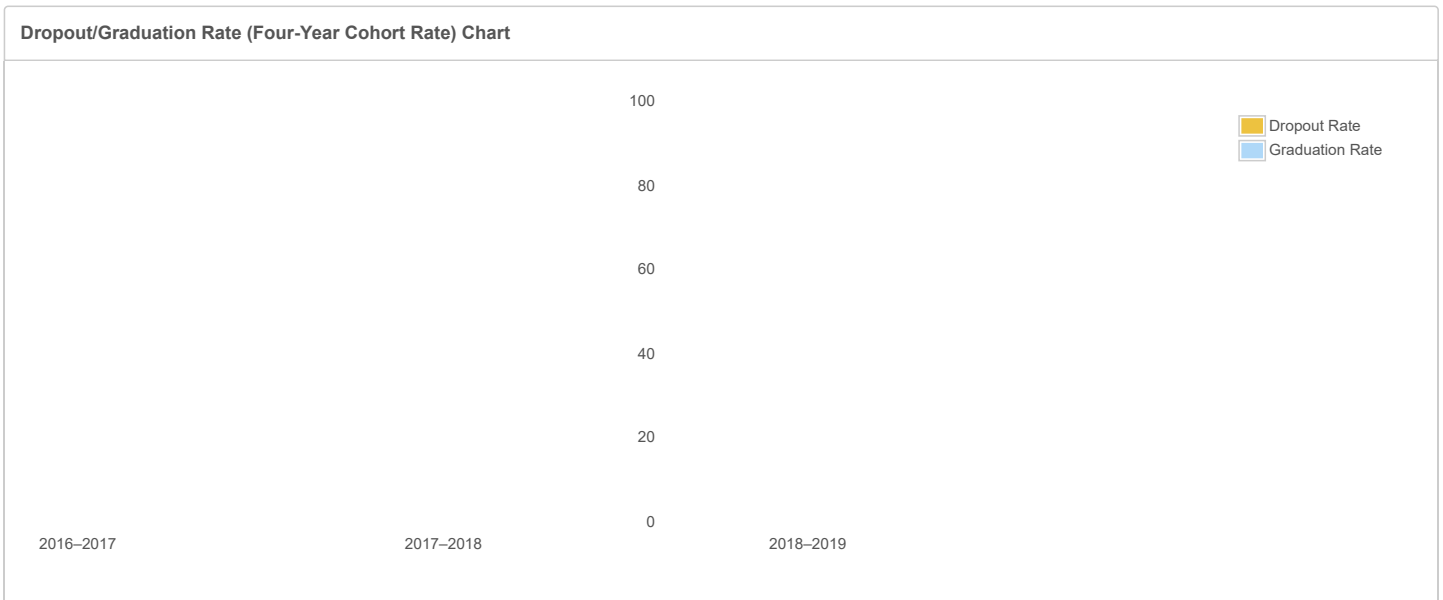
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	4.00%	1.90%	5.00%	3.50%	5.70%	5.40%	9.10%	9.60%	9.00%

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Graduation Rate	96.00%	96.80%	94.10%	90.00%	89.30%	89.40%	82.70%	83.00%	84.50%



Last updated: 2/3/2021

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	5.20%	1.10%	6.10%	6.10%	3.50%	3.50%
Expulsions	1.10%	0.60%	0.40%	0.30%	0.10%	0.10%

### Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	3.00%	--	2.50%
Expulsions	0.60%	--	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 2/3/2021

## School Safety Plan (School Year 2020–2021)

The Emergency Response Plan of Encore High School covers a variety of situations and includes strategies and programs that maintain a high level of school safety. Some components of the plan include evacuation procedures; emergency and disaster procedures; policies related to suspension and expulsion; harassment and bullying policy; child-abuse reporting procedures; safe and orderly school environment; and school rules and procedures. The Emergency Response Plan was last reviewed, updated and discussed with the school faculty in August 2020. To view the complete plan, please visit Encore High School. The school safety plan is reviewed and revised each summer. The assistant dean of students revises the school safety plan and conducts training each year during teacher in-service before the school year begins.

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

Last updated: 2/3/2021

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 2/4/2021

#### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	19	30	2
Mathematics	26.00	8	28	2
Science	26.00	7	29	
Social Science	26.00	10	15	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.

#### Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	27	28	1
Mathematics	23.00	14	28	2
Science	26.00	7	25	5
Social Science	24.00	15	13	6

\* 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 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	17	15	10
Mathematics	21.00	21	20	3
Science	24.00	11	24	2
Social Science	26.00	11	12	8

\* 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: 2/3/2021

#### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	969.0

\*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: 2/4/2021

#### Student Support Services Staff (School Year 2019–2020)

Student Support services are largely administered through the help of Desert Mountain Charter SELPA through various contract services. This chart represents only supports that work directly for Encore Education Corporation as an employee.

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	3.00
Other	0.10

\*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: 2/3/2021

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12182.00	\$2873.00	\$9309.00	\$66848.00
District	N/A	N/A	\$11242.00	\$85362.00
Percent Difference – School Site and District	N/A	N/A	-17.20%	-22.00%
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	-18.40%	-20.00%

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

Last updated: 2/3/2021

#### Types of Services Funded (Fiscal Year 2019–2020)



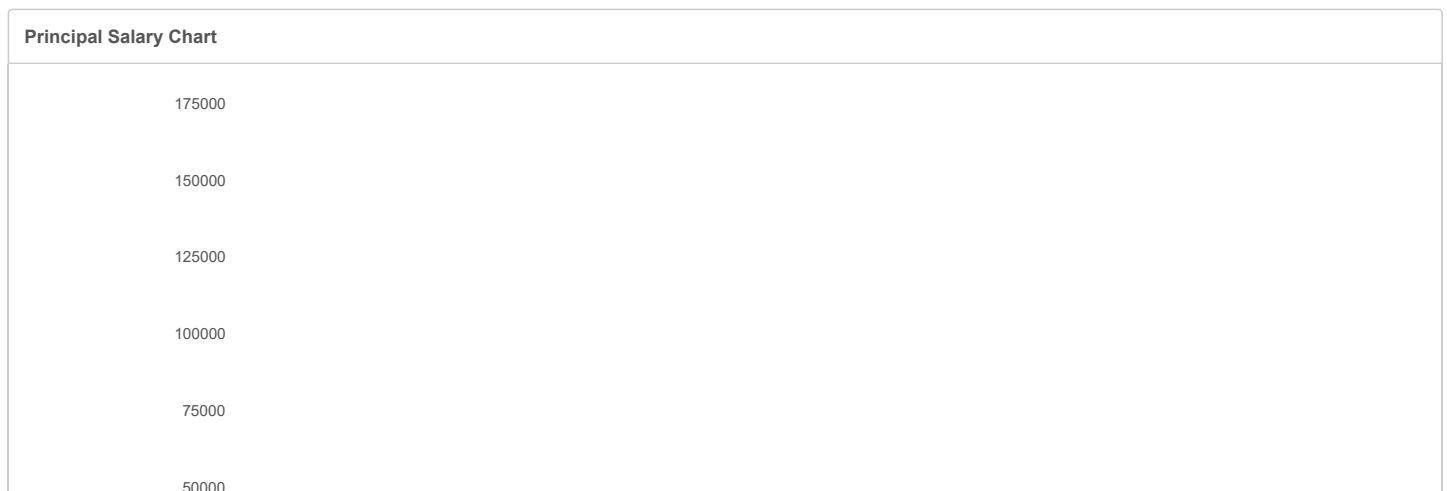
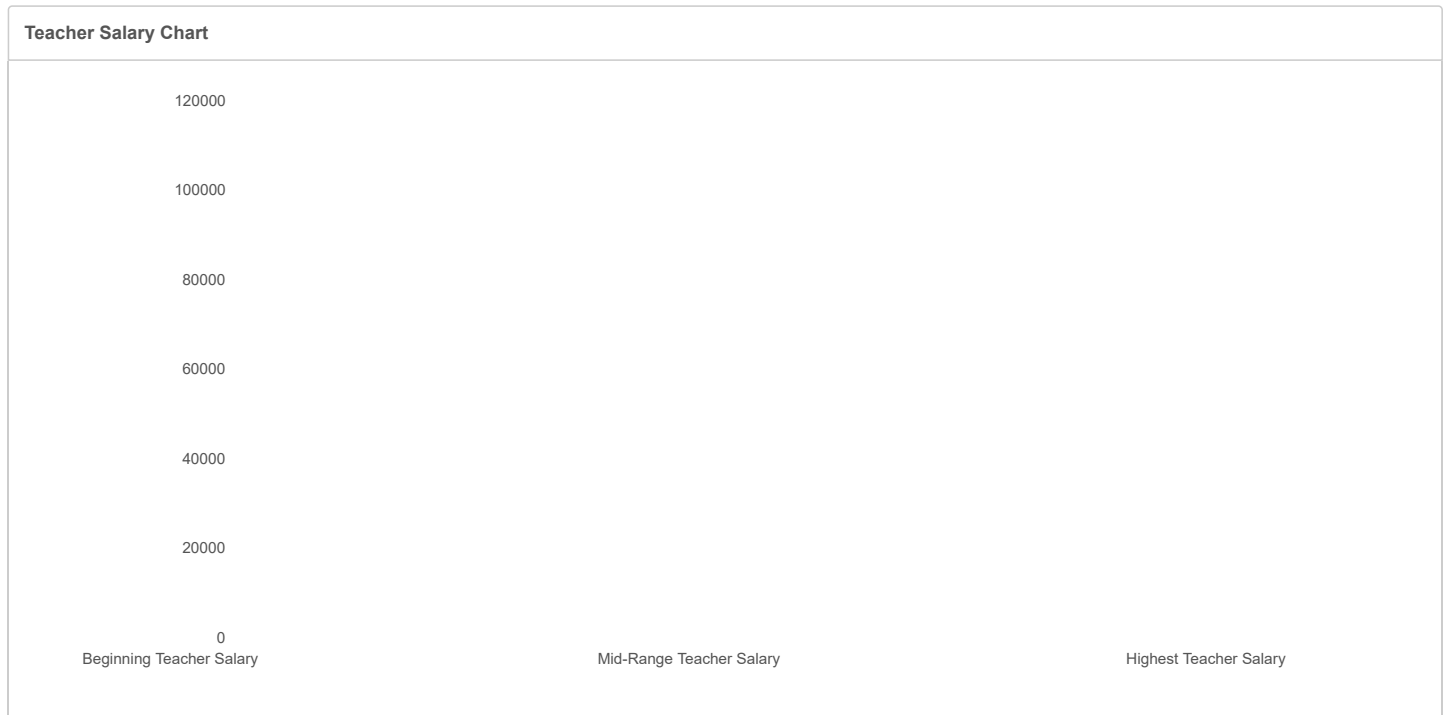
- Title I
- National School Lunch Program
- College and Career
- Guidance Counseling
- Psychologist
- Speech Therapy
- Occupational Therapy
- Full Inclusiong SPED services
- 504
- English Learners
- Career Technical Education
- Credit Recovery
- Independent Study

*Last updated: 2/3/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$54,591	\$50,029
Mid-Range Teacher Salary	\$86,512	\$77,680
Highest Teacher Salary	\$109,184	\$102,143
Average Principal Salary (Elementary)	\$138,580	\$128,526
Average Principal Salary (Middle)	\$142,413	\$133,574
Average Principal Salary (High)	\$155,382	\$147,006
Superintendent Salary	\$226,475	\$284,736
Percent of Budget for Teacher Salaries	33.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



25000

0

Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

*Last updated: 2/3/2021*

## Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 9.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	2
Social Science	2
Total AP Courses Offered*	7

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

Last updated: 2/3/2021

## Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	19	20	15