

Encore Education Corporation

2021 School Accountability Report Card

ENCORE



Junior & Senior High School for the Arts

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Encore Education Corporation
Street	16955 Lemon St.
City, State, Zip	Hesperia, CA 92345-5139
Phone Number	760-956-2632
Principal	Mr. Johnny Griffin
Email Address	jgriffin@officerteam.com
School Website	www.encorehighschool.com
County-District-School (CDS) Code	36750440116707

2021-22 District Contact Information

District Name	Encore Education Corporation
Phone Number	760-949-2036
Superintendent	Mrs. Denise Griffin, CEO/Executive Director
Email Address	ceo@officerteam.com
District Website Address	www.encorehighschool.com

2021-22 School Overview

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

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 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.

Educational Philosophy

Encore offers a creative learning environment combining intensive studies of arts education with intensive precollege 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 successful after high school.

HUMBLE BEGINNINGS...

Encore started operating in Hesperia Unified School District in August of 2008 (08/08/08 to be exact, as Encore and the Summer Olympics both started on that day.) The support from the High Desert has been great over the last twelve years and

2021-22 School Overview

Encore has felt like a good contributing member of the community in Hesperia.

Encore's students come from all over. Currently, we represent students commuting from over 17 school districts (when you count pupils who matriculate from various public-school districts, charter schools and private schools that have transferred from their districts/school of origin in the 2019-20 school year) and Encore offers these students a school where they can pursue a rigorous academic program, combined with intense arts training in their field of choice. Encore's shift over the last three years to tying in all arts training with career preparations is building a new generation of career minded and creative employee candidates.

The original charter petition was created from a small grass roots community of three main founders (Denise Griffin, Johnny Griffin, and Paula Gharib) and parents of children that were passionate about the arts. With a background in arts management and education, our founders created a plan from a kitchen table that turned into the largest arts school in the Inland Empire. With thirteen years of experience, Encore continues to grow and improve every year.

Looking to the future of Encore, our commitment to continuing to provide innovative education through one to one technology, career technical education based programs in the arts, and unique ideas to celebrate accomplishments of students, will help Encore continue to be both innovative and nurturing to students, staff, and families within the High Desert community and the commuter family that has been created within the Encore organization.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	126
Grade 8	169
Grade 9	147
Grade 10	133
Grade 11	126
Grade 12	157
Total Enrollment	858

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	65.4
Male	34.6
American Indian or Alaska Native	0.6
Asian	1
Black or African American	16.2
Hispanic or Latino	55.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.8
White	23.5
English Learners	9.4
Foster Youth	0.3
Socioeconomically Disadvantaged	52.7
Students with Disabilities	13.3

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	1
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Encore offered one to one technology with Google Chromebooks starting in the beginning of the 2017 school year. Online curriculum, such as Cyber High, was adopted that year as well. During the 2019/2020 school year, Encore continued to adopt online curriculum with the adoption of TCI Science Alive! for it's middle school students. The adoption of online curriculum prior to the start of COVID-19 school closures allowed for Encore students an easy transition for continuous improvement in academics through the pandemic. Edgenuity was adopted for the start of the 2021/2022 school year for English and Math courses. This adoption is for five years and looking into the future, Encore hopes to adopt Edgenuity for History and Science.

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
Reading/Language Arts	Edgenuity/2021 Independent Study: Cyber High with supplemental novels provided by Cyber High/2017	Yes	0
Mathematics	Edgenuity/2021 Independent Study: Cyber High/2017 Pre-Calculus: Egenuity/2021 and Pre-Calculus: Mathematics for Calculus, Carnegie Learning/2017 Calculus - Calculus Graphical, Numerical, Algebraic, Pearson-Prentice Hall/2017	Yes	0
Science	Middle School: TCI Science Alive!/2019 Environmental Science and Biology: Cyber High/2017 Chemistry: CK12/2016	Yes	0
History-Social Science	Middle School: TCI History Alive!/2016 High School: Cyber High/2017	Yes	0
Foreign Language	Spanish: Somos/2019	Yes	0
Health	Health and Fitness: Cyber High/2017	Yes	0
Visual and Performing Arts	NA		0
Science Laboratory Equipment (grades 9-12)	NA		0

School Facility Conditions and Planned Improvements

The Encore campus is located at 16955 Lemon Street in Hesperia. the campus is situated on eleven acres and houses just over 100,000 square feet of facilities including six permanent structure buildings, 19 relocatable buildings, and on big top facility.

Year and month of the most recent FIT report November 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		No repairs needed. Regularly scheduled maintenance is held quarterly. Toilet lines

School Facility Conditions and Planned Improvements

			cleaned so smell can be eliminated due to the water sitting during COVID-19 school closure. HVAC service updated with ventilation and air circulation improvements due to COVID-19.
Interior: Interior Surfaces	X		Exterior ramps are repainted as needed and replaced damaged decking.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		No repairs needed. Monthly pest control visits are current and up to date. Cintas and Encore Campus Aides are keeping the cleanliness of the campus and chemicals up to date. Hands free mechanisms for soap, paper towel dispensers, and hand sanitizers have been installed.
Electrical	X		Theatre upgraded for social distancing measures. Classroom electrical modifications for hands free social distancing measures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Water fountains replaced with water bottle fountains.
Safety: Fire Safety, Hazardous Materials	X		No repairs needed. Annual fire extinguisher inspections are up to date. Staff is trained annually, each year, with fire extinguishers.
Structural: Structural Damage, Roofs	X		No repairs needed. Replaced asphalt in Big Top for sanitizing requirements.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		No repairs needed. Additional purchase of new outdoor benches and seating area for easy sanitation.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	411	141	34.31	65.69	28.37
Female	278	93	33.45	66.55	36.56
Male	133	48	36.09	63.91	12.5
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	76	24	31.58	68.42	8.33
Filipino	0	0	0	0	0
Hispanic or Latino	226	76	33.63	66.37	23.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	92	35	38.04	61.96	42.86
English Learners	34	8	23.53	76.47	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	9	24.32	75.68	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	31	46.97	53.03	6.45

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	411	142	34.55	65.45	6.38
Female	278	92	33.09	66.91	4.35
Male	133	50	37.59	62.41	10.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	76	24	31.58	68.42	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	226	77	34.07	65.93	3.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	92	35	38.04	61.96	14.29
English Learners	34	7	20.59	79.41	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	9	24.32	75.68	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	32	48.48	51.52	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA

American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA

Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA

Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA

English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA

Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	16.09	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	312	91	29.17	70.83	16.09
Female	205	55	26.83		
Male	107	36	33.64		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	63	13	20.63	79.37	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	168	55	32.74	67.26	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	67	22	32.84	67.16	28.57
English Learners	25	5	20.00	80.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	6	24.00	76.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	22	42.31	57.69	0.00

2020-21 Career Technical Education Programs

Career Technical Education: Sectors and Pathways/Sequences

Design, Visual, and Media Arts (111)

159 – Art I
163 – Art II
161 – Art III
158 – Drawing: Introduction
1582 – Drawing: Intermediate
1583 – Drawing: Advanced
1672 – Med Arts: Introduction
165 – Photo: Introduction
612 – Photo: Intermediate
613 – Photo: Advanced
1674 – Med Arts: Intermediate
1673 – Media Arts: Advanced
1675 – Adv: Med-Pub
164 – Mural: Intermediate
620 – Sculp: Intermediate
6201 – Sculp II: Advanced
167 – Yearbook: Advanced

Performing Arts (112)

162 – AME: Exploration
661 – Acting I: Introduction
422 – Ballet/Lyrical: Introduction
134 – Band: Introduction
135 – Beg Mus: Introduction
143 – Choir: Introduction
6789 – Circus I: Introduction
2161 – Cirque Con: Introduction
4311 – Dance Tech: Introduction
129 – Guitar I: Introduction
48 – Hip Hop: Introduction
67871 – Intermediate: Ground
42 – Introduction: Ballet
34 – Introduction : Jazz
456 – Introduction: Men Dance
643 – Introduction: Music Arts
6411 – Introduction: Music Theory 2
641 – Introduction: Music Theory
1371 – Introduction: Voice
427 – Jazz/Tap: Introduction
1755 – Music Theatre: Introduction
119 – Piano I: Introduction
124 – Strings: Introduction
6786 – Tumbling: Introduction
6611 – Acting 2: Intermediate
6008 – Aerial: Intermediate
423 – Ballet/Lyrical: Intermediate
133 – Band: Intermediate
140 – Choir: Intermediate
6788 – Circus Arts II
1310 – Drumline: Intermediate
128 – Guitar 2: Intermediate
49 – Hip hop: Intermediate
67872 – Intermediate CH Ground
6211 – Intermediate Music: Choir
6784 – Intermediate: Aerial
1302 – Intermediate: Jazz

2020-21 Career Technical Education Programs

1373 – Intermediate: Voice
4561 – Intermediate: Men's Ballet
428 – Jazz/Tap: Intermediate
1756 – Music Thea: Intermediate
6412 – Music Comprehension
120 – Piano II: Intermediate
127 – Strings: Intermediate
6777 – Tumbling: Intermediate
6612 – Acting 3: Advanced
6785 – Advanced Ch Circus
67873 – Advanced Ch Ground
77 – Advanced Pro Music: Or
1374 – Advanced: Voice Tech
6009 – Aerial: Advanced
424 – Ballet /Lyrical: Advanced
132 – Band: Advanced
1401 – Choir: Advanced
1283 – Guitar 3: Advanced
1284 – Guitar 4: Advanced
491 – Hip Hop: Advanced
492 – Jazz/Tap: Advanced
621 – Madrigals: Advanced
1757 – Music Thea: Advanced
121 – Piano III: Advanced
122 – Piano IV: Advanced
1201 – Pointe I: Advanced
1202 – Pointe II: Advanced
666 – Pro Act Film Honors
667 – Pro Film Studies Honors
176 – Pro Music Honors II
6907 – Pro Music Theatre Dance Honors
6908 – Pro Vocal Art Honors
6913 – Prof Arts Development Honors
6901 – Prof Performance Art Honors
6909 – Prof Performance Music Honors
6910 – Rock Band Professional Honors
6778 – Tumbling: Advanced

Production and Managerial Arts (113)

6121 – Film I: Introduction
6122 – Film II: Intermediate
6123 – Film III: Advanced
669 – Pro Film Acting Honors (Introduction)
670 – Pro Film Honors (Capstone)
668 – Prof Film Lab Honors (Capstone)

Fashion Design and Merchandising (160)

649 – Costume: Intermediate
6491 – Costume Design 3: Advanced
64911 – Costume Design 4: Advanced

Food Service and Hospitality (201)

692 – Cooking: Intermediate
173 – Restaurant Occupation: Advanced

Hospitality, Tourism, and Recreation (202)

691 – Encore School Government: Intermediate
6914 – Encore School Government II: Advanced

2020-21 Career Technical Education Programs

CTE Advisory Committee was chaired by CEO/Executive Director Denise Griffin and comprised of teachers Sandi Del Sole (Chair, Fashion Design), Joshua Barkdull (Chair, Visual Arts).

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	758
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	66.67

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Encore welcomes parent volunteers to contribute to making decisions regarding the school. The following are the opportunities and committees that parents be involved in:

School Board Meetings: Parents are invited to attend and speak during open session at Encores monthly board meetings. Notifications of the monthly board meetings are posted on the Encore school website. For the 2021/2022 school year, board meetings are held online per the governor's ordinance.

School Fundraising Activities: Parents are invited to volunteer at Encore fundraisers and activities during the school year. Notifications of these events are shared via social media, email, and all call system. Events are posted on the Encore school calendar as well.

Parent Advisory Committee: Parents are welcome to join the school's Parent Advisory Committee where parents organize and hold monthly meetings with administration, to discuss and offer feedback to current events at Encore.

Academic Excellence Committee: To discuss student academics, curriculum, and student summative assessment results, parents are welcome and or invited to the Encore Academic Excellence Committee. This committee is held two times a year (once each semester). The first meeting was held online due to COVID-19.

English Language Advisory Committee: The English Language Advisory Committee (ELAC) is a parent led committee that focuses on Encores English Language Program and students. The ELAC is held each quarter online and in person. Due to low parent participation, ELAC meetings are held with teachers and the Director of Academics.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.0	1.8	2.5	5.4	3.1	7.6	9.0	8.9	9.4
Graduation Rate	94.1	98.2	97.5	89.4	90.0	86.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	160	156	97.5
Female	98	97	99.0

Male	62	59	95.2
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	20	19	95.0
Filipino	0	0	0.00
Hispanic or Latino	87	87	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	43	41	95.3
English Learners	14	14	100.0
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	117	114	97.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	22	21	95.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	892	879	113	12.9
Female	581	572	59	10.3
Male	311	307	54	17.6
American Indian or Alaska Native	5	5	1	20.0
Asian	13	13	1	7.7
Black or African American	145	142	21	14.8
Filipino	0	0	0	0.0
Hispanic or Latino	489	484	61	12.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	25	23	2	8.7
White	214	211	26	12.3
English Learners	82	82	15	18.3
Foster Youth	5	5	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	483	476	73	15.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	124	121	20	16.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.15	0.00	6.08	0.11	3.47	0.20
Expulsions	0.62	0.00	0.32	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.47	4.91	2.45
Expulsions	0.55	0.25	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The Encore Comprehensive School Safety Plan (CSSP) was planned and revised on February 24, 2021, per Ed Code 32282. The Encore School Safety Committee consisted of Encore Chief Operations Officer, a representative for the teachers' association, Encore school parent, a representative for the classified employee association, Encore student services manager, retired California Fire Fighter and Encore board member, and Encores Facilities Manager. A public meeting for input was held on Friday, April 9, 2021. The CSSP was board approved on Monday, April 12, 2021.

The CSSP covers a variety of situations and includes strategies and programs that maintain a higher level of school safety. The CSSP includes: Child Abuse reporting procedures, disaster procedures, routine and emergency, adoptions for pupils with disabilities, policies and procedures which lead to suspensions and or expulsion, procedures to notify teachers of dangerous pupils, policy prohibiting discrimination, harassment, intimidation, and bullying, provisions of any school site dress code, including prohibition of "gang-related" apparel, procedures for safe ingress and egress of pupils, parents, and employees from school site; including procedures for visitor access to the school campus, goals and plans that create a safe and orderly environment conducive of learning at the school, the rules and procedures for on school discipline, procedures adopted under the Safe and Drug-Free Schools Act, and Bullying Prevention Policies and Procedures.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	27	28	1
Mathematics	23	14	28	2
Science	26	7	25	5
Social Science	24	15	13	6

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	17	15	10
Mathematics	21	21	20	3
Science	24	11	24	2
Social Science	26	11	12	8

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	22	6	11
Mathematics	18	24	6	9
Science	18	23	8	7
Social Science	18	22	6	9

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$86,893
Percent Difference - School Site and District	N/A	N/A		
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A		

2020-21 Types of Services Funded

The types of services funded at Encore for the 2020-2021 school year were as follows: Title I, National School Lunch Program, College and Career, Guidance Counseling, Psychologist, Speech Therapy, Occupational Therapy, Full Inclusion SPED Services, 504, English Learners, Career Technical Education, Credit Recovery and Independent Study.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,410	\$50,897
Mid-Range Teacher Salary	\$87,810	\$78,461
Highest Teacher Salary	\$110,822	\$104,322
Average Principal Salary (Elementary)	\$140,535	\$131,863
Average Principal Salary (Middle)	\$144,424	\$137,086
Average Principal Salary (High)	\$157,579	\$151,143
Superintendent Salary	\$236,562	\$297,037
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	6.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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	1
Total AP Courses Offered	6

Professional Development

Encore staff participate in a variety of professional development that relate to specific subject areas that focus on professional improvement, student safety, student achievement, and school culture. Staff participated in two professional development days prior to the school year starting. During the school year, staff will participate in half day professional development on average once per week (total half day professional development sessions total to nine full days). At the end of the school year, staff will conclude the school calendar year with one full week (five days) of professional development that focuses on closing out the current school year and will prepare for the next school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	15	16

Encore Education Corporation

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Encore Education Corporation
Phone Number	760-949-2036
Superintendent	Mrs. Denise Griffin, CEO/Executive Director
Email Address	ceo@officerteam.com
District Website Address	www.encorehighschool.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11654	2112	18.12	81.88	38.58
Female	5621	1023	18.20	81.80	44.42
Male	6033	1089	18.05	81.95	33.01
American Indian or Alaska Native	34	12	35.29	64.71	16.67
Asian	120	24	20.00	80.00	62.50
Black or African American	848	126	14.86	85.14	34.48
Filipino	37	13	35.14	64.86	30.77
Hispanic or Latino	8236	1487	18.05	81.95	35.70
Native Hawaiian or Pacific Islander	45	4	8.89	91.11	--
Two or More Races	139	21	15.11	84.89	47.37
White	2195	425	19.36	80.64	48.79
English Learners	2280	368	16.14	83.86	11.86
Foster Youth	180	25	13.89	86.11	28.00
Homeless	1298	166	12.79	87.21	37.66
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7685	1305	16.98	83.02	33.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1654	375	22.67	77.33	14.60

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11652	2082	17.87	82.13	19.68
Female	5619	992	17.65	82.35	20.62
Male	6033	1090	18.07	81.93	18.82
American Indian or Alaska Native	34	11	32.35	67.65	9.09
Asian	120	24	20.00	80.00	37.50
Black or African American	847	118	13.93	86.07	12.50
Filipino	37	12	32.43	67.57	25.00
Hispanic or Latino	8235	1471	17.86	82.14	17.29
Native Hawaiian or Pacific Islander	45	4	8.89	91.11	--
Two or More Races	139	21	15.11	84.89	23.81
White	2195	421	19.18		28.54
English Learners	2280	366	16.05	83.95	6.27
Foster Youth	179	25	13.97	86.03	12.00
Homeless	1298	160	12.33	87.67	13.51
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7683	1279	16.65	83.35	15.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1654	372	22.49	77.51	5.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA

American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA

Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA

Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA

English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA

Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.