

Encore Jr. & Sr. High School for the Arts

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Encore Jr. & Sr. High School for the Arts
Street	16955 Lemon St.
City, State, Zip	Hesperia, CA 92345-5139
Phone Number	760-956-2632
Principal	Dr. St. Claire Adriaan
Email Address	sadriaan@encorehighschool.com
School Website	www.encorehighschool.com
County-District-School (CDS) Code	36750440116707

2022-23 District Contact Information

District Name	Encore Jr. & Sr. High School for the Arts
Phone Number	760-956-3800
Superintendent	Dr. Sabrina Bow, Executive Director
Email Address	sbow@encorehighschool.com
District Website Address	www.encorehighschool.com

2022-23 School Overview

Founded in 2008, Encore Jr. & Sr. High School for the arts provides college preparatory educational program grounded in strong academics and a robust arts program. Encore serves approximately 600 students in grades 7-12. The school operates on a block schedule where students take eight courses per semester. Encore offers advanced placement (AP) courses, dual enrollment with Victor Valley College, and various Career Technical Education (CTE) pathways.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	99
Grade 8	144
Grade 9	124
Grade 10	141
Grade 11	103
Grade 12	111
Total Enrollment	722

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	65.9
Male	34.1
American Indian or Alaska Native	1.0
Asian	0.7
Black or African American	16.6
Filipino	0.3
Hispanic or Latino	55.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.4
White	23.8
English Learners	9.3
Foster Youth	0.8
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	49.7
Students with Disabilities	14.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	51.98	855.70	81.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	19.00	1.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	18.50	41.69	54.00	5.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.13	29.10	2.78	12115.80	4.41
Unknown	2.70	6.13	90.80	8.66	18854.30	6.86
Total Teaching Positions	44.50	100.00	1048.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.40	61.92	851.70	79.75	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	26.80	2.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.50	16.66	50.90	4.77	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	37.50	3.52	11953.10	4.28
Unknown	8.40	21.37	100.80	9.44	15831.90	5.67
Total Teaching Positions	39.50	100.00	1067.90	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	18.50	6.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	18.50	6.50

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	36.40	17.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	24.30	3.90

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

DATA COLLECTED OCTOBER 2022

RLA/ELD INSTRUCTIONAL MATERIALS

Edgenuity (2021) was locally adopted for RLA 7, RLA 8, English I, II, III, IV, ELD

MATHEMATICS

Edgenuity (2021) was locally adopted for Math 7, Math 8, Math I, II, III, AP Statistics

Math 120 (dual enrollment course with Victor Valley College) instructor provided materials via Canvas

HISTORY/SOCIAL SCIENCE

Edgenuity (2022) was locally adopted for History 7, History 8, World History, US History, Economics, Government

US History (History 118) (dual enrollment course with Victor Valley College)--was scheduled to be offered but was not due to low course enrollment

Intro Psychology (dual enrollment course with Victor Valley College) used instructor provided materials via Canvas

Developmental Psychology (dual enrollment course with Victor Valley College) instructor provided materials via Canvas

SCIENCE

Edgenuity (2022) was locally adopted for Science 7, Science 8, Biology, Chemistry, Environmental Science

Anatomy: Hole's Essentials of Human Anatomy and Physiology, Glencoe

Astronomy (dual enrollment course with Victor Valley College)" The Cosmic Perspective, 9th Edition, Pearson Education

WORLD LANGUAGE

Edgenuity (2022) was locally adopted for Spanish I, II, III, IV

**All materials not from most recent State board adoption were reviewed and determined to meet state standards.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity/2021* (* = local adoption)	No	0
Mathematics	Edgenuity/2021* Pre-Calculus: Edgenuity/2021*	No	0

	<p>Pre-Calculus: Mathematics for Calculus, Carnegie Learning/2017</p> <p>Calculus - Calculus Graphical, Numerical, Algebraic, Pearson-Prentice Hall/2017</p> <p>(* = local adoption)</p>		
Science	<p>Edgenuity (2022)* was locally adopted for Science 7, Science 8, Biology, Chemistry, Environmental Science</p> <p>Anatomy: Hole's Essentials of Human Anatomy and Physiology, Glencoe</p> <p>Astronomy (dual enrollment course with Victor Valley College)" The Cosmic Perspective, 9th Edition, Pearson Education (adopted 2022)</p> <p>(* = local adoption)</p>	No	0
History-Social Science	<p>Edgenuity (2022)* was locally adopted for History 7, History 8, World History, US History, Economics, Government</p> <p>US History (History 118) (dual enrollment course with Victor Valley College)--was scheduled to be offered but was not due to low course enrollment</p> <p>Intro Psychology (dual enrollment course with Victor Valley College) used instructor provided materials via Canvas</p> <p>Developmental Psychology (dual enrollment course with Victor Valley College) instructor provided materials via Canvas</p> <p>(* = local adoption)</p>	No	0
Foreign Language	<p>Edgenuity (2022)* Spanish I, II, III, IV</p> <p>(* = local adoption)</p>	No	0
Health	NA		0
Visual and Performing Arts	NA		0
Science Laboratory Equipment (grades 9-12)	NA		0

School Facility Conditions and Planned Improvements

Adequacy: 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 one Big Top facility. The campus has the capacity to serve approximately 1,000 students.

Safety: Encore maintains a School Safety Plan which is approved by the Encore Board of Directors. The Plan outlines regular drills (fire, active shooter, earthquake, evacuation). The campus is secured by a perimeter fence, controlled access, and surveillance cameras. One classroom access ramp will be replaced in February 2023.

Cleanliness : A combined workforce of contracted janitorial services and Encore campus aides ensure the campus is maintained in sanitary condition. Janitorial services provide overnight cleaning while campus aides provide custodial support during the school day. High touch areas are routinely sanitized to ensure health and safety of students and staff.

Maintenance and Repairs: Annual fire extinguisher inspections are conducted and confirmed (punch tags). Outdoor Benches and theater seating were replaced for more effective sanitation. The asphalt in the Big Top was replaced with concrete to promote better drainage and more effective sanitation.

Planned Improvements: The School is developing a work plan to replace and upgrade its HVAC package units and systems in the next two years.

FROM SEPTEMBER 2022 FACILITIES INSPECTION:

Interior Surfaces (REMEDIED): Ceiling tiles, baseboards, and walls repaired December 2022

Interior Surfaces (IN PROGRESS): Replacement of approximately 28,000 sq ft of flooring

Overall Cleanliness (REMEDIED): Graffiti abatement and cluttered classrooms addressed October 2022

Overall Cleanliness (IN PROGRESS): Removal of high shelving in certain classrooms scheduled for February 2023

Electrical (REMEDIED): Extension cord trip hazards removed October 2022

Restrooms (REMEDIED): Paper products maintained through updated daily schedule; menstrual products dispensers installed December 2022; restroom latches repaired January 2023

Restrooms (IN PROGRESS): Restroom tile replacement scheduled for March 2023

Fire Safety (REMEDIED): Fire extinguisher monthly inspection is being conducted as of October 2022

Hazardous Material (REMEDIED): Classroom cleaning sprays/wipes secured in lockable storage as of October 2022

Structural Damage (IN PROGRESS): Classroom access ramp will be replaced February 2023

Windows/Gates/Fences (REMEDIED): Locksmith conducted repairs to various latches in January 2023

Williams Visit Findings

Visit Date: September 1, 2022

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair.

The following extreme deficiencies were observed: None.

The following good repair deficiencies were observed:

Section 4. Interior Surfaces

- C14: Ceilings have damage from cracks, tears, and/or holes
- F19 Hallway: Ceiling tiles are damaged, loose, missing or stained
- Performing Arts Center/Theater: Ceiling tiles are damaged, loose, missing or stained
- Staff Lounge/Resource Room: Ceiling tiles are damaged, loose, missing or stained
- F Building Hallway: Ceiling tiles are damaged, loose, missing or stained
- Bl 7: Ceiling tiles are damaged, loose, missing or stained
- G6: Ceiling tiles are damaged, loose, missing or stained
- G5: Ceiling tiles are damaged, loose, missing or stained
- G4: Ceiling tiles are damaged, loose, missing or stained
- F29: Ceiling tiles are damaged, loose, missing or stained
- C4: Ceiling tiles are damaged, loose, missing or stained
- B12: Flooring is damaged
- C4: Flooring is damaged
- G4: Flooring surface poses trip hazard
- E17 Band: Carpeting damaged, rippled, or stained
- Main Office Building: Carpeting damaged, rippled, or stained
- Bl 7: Carpeting damaged, rippled, or stained
- Cl 7: Carpeting damaged, rippled, or stained
- G6: Carpeting damaged, rippled, or stained
- G5: Carpeting damaged, rippled, or stained
- G3: Carpeting damaged, rippled, or stained
- F29: Carpeting damaged, rippled, or stained
- C16: Carpeting damaged, rippled, or stained
- C4: Walls have damage from cracks, tears, holes and/or water damage
- F Building Hallway: Wall baseboard/mop strip missing or damaged

Section 5. Overall Cleanliness

- C15: Cluttered classroom, storeroom or area
- C14: Unsecured items are stored too high and pose a safety hazard
- G6: Unsecured items are stored too high and pose a safety hazard
- G4: Unsecured items are stored too high and pose a safety hazard
- E Building Outside Boys Restroom: Area has unabated graffiti

Section 7. Electrical

- B14: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 9/1/22)
- C14: Improper usage of extension cords or extension/electrical cord trip hazard
- C15: Improper usage of extension cords or extension/electrical cord trip hazard

Section 8. Restrooms

- C4: Toilet paper dispensers empty
- B12: Paper towel dispensers empty
- C4: Paper towel dispensers empty
- D Building Girls Outside Restroom: Sink is not working or functioning properly
- B Building Outside Girls Restrooms: Sink is not working or functioning properly
- E Building Outside Boys Restroom: Sink is not working or functioning properly
- C Building Outside Restrooms Boys: Sink is not working or functioning properly
- B12: Restrooms/showers used as storage area

- C4: Restrooms/showers used as storage area
- C Building Outside Restrooms Boys: Restroom flooring tiles are damaged or missing
- E Building Outside Boys Restroom: Restroom flooring tiles are damaged or missing
- B12: Stall doors or latches not functioning as designed
- Unisex Restroom 1: Restroom not stocked with menstrual products
- D Building Girls Outside Restroom: Restroom not stocked with menstrual products
- B Building Outside Girls Restrooms: Restroom not stocked with menstrual products
- C4: Restroom not stocked with menstrual products
- C Building Outside Restrooms Boys: Restroom not stocked with menstrual products
- C Building Outside Restrooms Girls: Restroom not stocked with menstrual products
- E Building Outside Girls Restroom: Restroom not stocked with menstrual products
- Unisex Restroom 2: Restroom not stocked with menstrual products
- Unisex Restroom 3: Restroom not stocked with menstrual products
- Unisex Restroom 4: Restroom not stocked with menstrual products
- Unisex Restroom 5: Restroom not stocked with menstrual products

Section 10. Fire Safety

- Performing Arts Center/Theater: Fire extinguisher is not properly mounted (remedied 9/1/22)
- B1: Fire extinguisher out of date or missing monthly inspection sign-off
- B2: Fire extinguisher out of date or missing monthly inspection sign-off
- Gym: Fire extinguisher out of date or missing monthly inspection sign-off
- Rm G7 Counseling: Fire extinguisher out of date or missing monthly inspection sign-off
- F19 Hallway: Fire extinguisher out of date or missing monthly inspection sign-off
- Performing Arts Center/Theater: Fire extinguisher out of date or missing monthly inspection sign-off
- Staff Lounge/Resource Room: Fire extinguisher out of date or missing monthly inspection sign-off
- F Building Hallway: Fire extinguisher out of date or missing monthly inspection sign-off
- F2 Dance: Fire extinguisher out of date or missing monthly inspection sign-off
- E17 Band: Fire extinguisher out of date or missing monthly inspection sign-off
- Main Office Building: Fire extinguisher out of date or missing monthly inspection sign-off
- Cafeteria/Kitchen: Fire extinguisher out of date or missing monthly inspection sign-off
- Multi-purpose Room: Fire extinguisher out of date or missing monthly inspection sign-off
- B12: Fire extinguisher out of date or missing monthly inspection sign-off
- B14: Fire extinguisher out of date or missing monthly inspection sign-off
- C15: Fire extinguisher out of date or missing monthly inspection sign-off
- C1 7: Fire extinguisher out of date or missing monthly inspection sign-off
- G6: Fire extinguisher out of date or missing monthly inspection sign-off
- F29: Fire extinguisher out of date or missing monthly inspection sign-off
- C16: Fire extinguisher out of date or missing monthly inspection sign-off
- C4: Fire extinguisher out of date or missing monthly inspection sign-off
- C4: Fire extinguisher casing is damaged or broken

Section 11. Hazardous Materials

- B12: Cleansers not stored properly
- B14: Cleansers not stored properly
- C14: Cleansers not stored properly
- C15: Cleansers not stored properly
- G6: Cleansers not stored properly
- C17: Cleansers not stored properly (remedied 9/1/22)
- G5: Cleansers not stored properly
- G4: Cleansers not stored properly (remedied 9/1/22)

School Facility Conditions and Planned Improvements

- F29: Cleansers not stored properly (remedied 9/1/22)
- C16: Cleansers not stored properly
- C4: Cleansers not stored properly

Section 12. Structural Damage

- G3: Damage to stairway or ramp
- Section 15. Windows/Doors/Gates/Fences
- C4: Locks and other security hardware are not functioning properly
- G4: Loose or sticky door locks and latches

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			School plans to replace/upgrade aging HVAC systems within the next year.
Interior: Interior Surfaces		X		One classroom access ramp will be replaced February 2023.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School staff performs janitorial duties before, during, and after school. High touch areas are sanitized several times a day. Deep cleaning over winter, spring, and summer breaks. Vendor performs monthly pest inspection/spray.
Electrical	X			Continued monitoring of use of extension cords in classrooms
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Restroom tiles need repair (scheduled for March 2023). Broken faucets were replaced in December 2022.
Safety: Fire Safety, Hazardous Materials		X		Staff provided additional training to conduct monthly inspection of fire extinguisher and case and sign off on the punch tag. Vendor contracted for annual inspection and recharge (February)
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair of locks and doors performed by locksmith or facilities staff as needed.

Overall Facility Rate

Exemplary	Good	Fair	Poor
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Overall Facility Rate

		X	
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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).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	8	N/A	16	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
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All Students	329	314	95.44	4.56	31.21
Female	210	200	95.24	4.76	30.00
Male	119	114	95.80	4.20	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	52	48	92.31	7.69	27.08
Filipino	--	--	--	--	--
Hispanic or Latino	181	172	95.03	4.97	30.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	76	74	97.37	2.63	36.49
English Learners	16	15	93.75	6.25	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	153	147	96.08	3.92	25.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	39	92.86	7.14	10.26

2021-22 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.

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.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	315	95.74	4.26	7.94
Female	210	200	95.24	4.76	8.00
Male	119	115	96.64	3.36	7.83

American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	52	48	92.31	7.69	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	181	174	96.13	3.87	6.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	76	73	96.05	3.95	10.96
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	153	147	96.08	3.92	10.20
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	39	92.86	7.14	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	16.09	15.84	NT	14.44	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	463	442	95.46	4.54	15.84
Female	312	298	95.51	4.49	15.1
Male	151	144	95.36	4.64	17.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	67	62	92.54	7.46	12.9

Filipino	--	--	--	--	--
Hispanic or Latino	258	247	95.74	4.26	12.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	17	94.44	5.56	11.76
White	114	110	96.49	3.51	23.64
English Learners	26	24	92.31	7.69	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	228	219	96.05	3.95	14.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	60	95.24	4.76	3.33

2021-22 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

2021-22 Career Technical Education Programs

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
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

2021-22 Career Technical Education Programs

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

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).

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	655
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	97.1
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	66.03

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	81.4	78.4	81.4	80.4	79.4
Grade 9	80.6	79.6	80.6	82.4	82.4

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.

2022-23 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:

2022-23 Opportunities for Parental Involvement

School Site Council (SSC): The SSC shall be comprised of at least ten (10) members comprised of the following--1 principal or their designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community and student members. School Site Council meetings are held quarterly.

Encore Board of Director Meetings: Parents are invited to attend and speak during open session at Encore's monthly board meetings. Notifications of the monthly board meetings are posted on the Encore school website and outside the Main Office.

English Language Advisory Committee (ELAC): Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC). The role of the ELAC is to advise the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement, assist in the development of the schoolwide needs assessment, identify ways to make parents aware of the importance of regular school attendance. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. ELAC meetings are held quarterly.

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.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.8	0.9		3.1	5.1		8.9	7.8
Graduation Rate		98.2	98.3		90	89.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	117	115	98.3
Female	73	72	98.6
Male	44	43	97.7
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	11	11	100.0
Filipino	0	0	0.0
Hispanic or Latino	63	61	96.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	37	37	100.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	79	77	97.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	22	21	95.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	801	759	243	32.0
Female	526	503	164	32.6
Male	275	256	79	30.9
American Indian or Alaska Native	7	7	2	28.6
Asian	6	6	0	0.0
Black or African American	126	120	37	30.8
Filipino	3	3	0	0.0
Hispanic or Latino	444	416	126	30.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	21	21	6	28.6
White	193	185	72	38.9
English Learners	76	68	19	27.9
Foster Youth	10	9	4	44.4

Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	440	411	145	35.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	121	112	42	37.5

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.50	0.11	5.27	0.20	3.17
Expulsions	0.00	0.00	0.01	0.24	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.50	0.00
Female	3.04	0.00
Male	4.36	0.00
American Indian or Alaska Native	0.00	0.00

Asian	0.00	0.00
Black or African American	6.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.07	0.00
English Learners	2.63	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.31	0.00

2022-23 School Safety Plan

THE 2023 ANNUAL APPROVAL BY THE ENCORE BOARD OF DIRECTORS IS SCHEDULED FOR FEBRUARY 27, 2023.

The Encore Comprehensive School Safety Plan (CSSP) was most recently adopted on February 24, 2021, per Ed Code 32282. The Encore School Safety Committee consisted of the then-current 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 Encore's 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.

2019-20 Secondary Average Class Size and Class Size Distribution

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	8	8
Mathematics	21	20	6	6
Science	22	13	9	6
Social Science	24	12	5	8

2021-22 Ratio of Pupils to Academic Counselor

2021-22 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	240.67

2021-22 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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	13,436	3,608	9.828	74,120.26
District	N/A	N/A	\$12,594	80,863.63
Percent Difference - School Site and District	N/A	N/A	-199.7	-8.7
State	N/A	N/A	\$13,650	79,988.13
Percent Difference - School Site and State	N/A	N/A	-199.7	-7.6

2021-22 Types of Services Funded

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2021-22 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, Credit Recovery and Independent Study.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,081
Mid-Range Teacher Salary	\$87,810	\$77,514
Highest Teacher Salary	\$110,822	\$105,764
Average Principal Salary (Elementary)	\$140,535	\$133,421
Average Principal Salary (Middle)	\$144,424	\$138,594
Average Principal Salary (High)	\$157,579	\$153,392
Superintendent Salary	\$243,659	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	4.4
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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	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

Encore teachers and staff participate in numerous days of professional development before, during, and after the school year. In the 2022 year, summer in-service was held August 1-5 (five days). During the school year, staff will hold three "data days" (October 21, February 10, March 31) to follow the three benchmark assessment periods. Staff will participate in two in-service days after the last day of instruction (May 30 and 31).

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	16	10