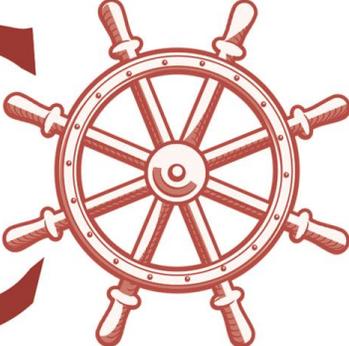


# Encore Jr. & Sr. High School for the Arts

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

# 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 <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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	116
Grade 8	109
Grade 9	111
Grade 10	106
Grade 11	104
Grade 12	84
<b>Total Enrollment</b>	<b>630</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	61.6%
Male	38.3%
American Indian or Alaska Native	1.1%
Asian	1%
Black or African American	17.8%
Filipino	0.5%
Hispanic or Latino	54.1%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	2.4%
White	22.4%
English Learners	6.2%
Foster Youth	1%
Homeless	0.5%
Socioeconomically Disadvantaged	54.1%
Students with Disabilities	13.7%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.10	51.98	855.70	81.59	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	19.00	1.81	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	18.50	41.69	54.00	5.15	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.13	29.10	2.78	12115.80	4.41
<b>Unknown</b>	2.70	6.13	90.80	8.66	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.40	61.92	851.70	79.75	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	26.80	2.52	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.50	16.66	50.90	4.77	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	37.50	3.52	11953.10	4.28
<b>Unknown</b>	8.40	21.37	100.80	9.44	15831.90	5.67
<b>Total Teaching Positions</b>	39.50	100.00	1067.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
<b>Total Teachers Without Credentials and Misassignments</b>	<b>18.50</b>	<b>6.50</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	36.4	17.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	24.3	3.9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

DATA COLLECTED AUGUST 2023

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	Houghton Mifflin Harcourt, California Collections	Yes	0

	Houghton Mifflin Harcourt, CA English 3D ERWC (Expository Reading and Writing Curriculum) California Collections 7 California Collections 8 AP Classroom		
<b>Mathematics</b>	McGraw-Hill, Reveal Math Houghton Mifflin Harcourt Go Math	Yes	0
<b>Science</b>	TCI Integrated Science TCI Bring Science Alive!	Yes	0
<b>History-Social Science</b>	TCI History Alive! The Medieval World and Beyond (California Edition) TCI History Alive! World Connections, 3rd Edition TCI History Alive! The US Through Modern Times TCI Government Alive! Power, Politics, & You, 3rd Ed. TCI History Alive! Pursuing American Ideals 3rd Ed. A documentary history of the United States TCI Econ Alive! The Power to Choose, 3rd Ed. American Government: Stories of a Nation, 1st edition  Dual Enrollment Courses through Victor Valley College (VVC) * Geography 1 Lab and Intro to Physical Geography-- instructor-developed materials accessed through Canvas LMS	Yes	0
<b>Foreign Language</b>	Edgenuity (2022)* Spanish I, II, III, IV  (* = local adoption)	No	0
<b>Health</b>	NA		0
<b>Visual and Performing Arts</b>	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 was replaced 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).

**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 (REMEDIED):** Removal of high shelving in certain classrooms completed 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 (REMEDIED):** Classroom access ramp was replaced February 2023

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

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**FROM WILLIAMS FIRST QUARTER FINDINGS for the visit to Encore Jr./Sr. High School for the Performing and Visual Arts on 8/24/2023:**

The following good repair deficiencies were observed:

#### Section 4. Interior Surfaces

- E17 Band: Carpeting damaged, rippled, or stained
- o Deficiency was noted in prior year.

- Staff Lounge/Resource Room: Carpeting damaged, rippled, or stained

#### Section 10. Fire Safety

- B15: Fire extinguisher is not properly mounted
- C4: Fire extinguisher casing is damaged or broken

**Year and month of the most recent FIT report**

May 2023

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			School plans to replace/upgrade aging HVAC systems within the two years.
<b>Interior:</b> Interior Surfaces		X		One classroom access ramp was replaced February 2023. Carpet and flooring replacements planned in next two years.
<b>Cleanliness:</b> 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.
<b>Electrical</b>	X			Continued monitoring of use of extension cords in classrooms.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Student restrooms renovated in May - July 2023. New vinyl flooring installed, FRP wall paneling repaired, no-touch hand dryers installed, walls, ceiling, and partitions painted.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Staff provided initial and annual 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)
<b>Structural:</b> Structural Damage, Roofs	X			None
<b>External:</b> 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
	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).

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	31	35	30	29	47	46
<b>Mathematics</b> (grades 3-8 and 11)	8	11	16	17	33	34

## 2022-23 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
<b>All Students</b>	303	284	93.73	6.27	35.21
<b>Female</b>	191	176	92.15	7.85	39.20
<b>Male</b>	111	108	97.30	2.70	28.70
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	48	46	95.83	4.17	19.57
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	170	164	96.47	3.53	35.37
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	73	62	84.93	15.07	46.77
<b>English Learners</b>	20	18	90.00	10.00	5.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	199	185	92.96	7.04	30.27
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	34	97.14	2.86	5.88

## 2022-23 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
<b>All Students</b>	303	284	93.73	6.27	10.56
<b>Female</b>	191	176	92.15	7.85	9.66
<b>Male</b>	111	108	97.30	2.70	12.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	48	47	97.92	2.08	6.38
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	170	163	95.88	4.12	8.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	73	62	84.93	15.07	17.74
<b>English Learners</b>	20	18	90.00	10.00	5.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	199	185	92.96	7.04	9.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	34	97.14	2.86	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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.84	18.58	14.44	15.24	29.47	30.29

## 2022-23 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	187	183	97.86	2.14	18.58
Female	109	106	97.25	2.75	18.87
Male	78	77	98.72	1.28	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	29	28	96.55	3.45	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100.00	0.00	15.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	43	93.48	6.52	25.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	112	96.55	3.45	17.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	4.35

## 2022-23 Career Technical Education Programs

### Career Technical Education: Sectors and Pathways/Sequences

#### Design, Visual, and Media Arts (111)

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  
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  
6789 – Circus I: Introduction  
2161 – Cirque Con: Introduction  
4311 – Dance Tech: Introduction  
129 – Guitar I: Introduction  
48 – Hip Hop: Introduction  
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  
6788 – Circus Arts II  
1310 – Drumline: Intermediate  
128 – Guitar 2: Intermediate  
1302 – Intermediate: Jazz  
428 – Jazz/Tap: Intermediate  
1756 – Music Thea: Intermediate  
120 – Piano II: Intermediate  
127 – Strings: Intermediate  
6777 – Tumbling: Intermediate  
6612 – Acting 3: Advanced  
6009 – Aerial: Advanced  
424 – Ballet /Lyrical: Advanced  
132 – Band: Advanced  
1283 – Guitar 3: Advanced  
1284 – Guitar 4: Advanced  
492 – Jazz/Tap: Advanced  
621 – Madrigals: Advanced  
1757 – Music Thea: Advanced  
121 – Piano III: Advanced  
122 – Piano IV: Advanced

## 2022-23 Career Technical Education Programs

666 – Pro Act Film Honors  
 6901 – Prof Performance Art Honors  
 6910 – Rock Band Professional Honors

Production and Managerial Arts (113)

6121 – Film I: Introduction  
 6122 – Film II: Intermediate  
 6123 – Film III: Advanced  
 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)

6915 - ASB: PI/Mgm I  
 6916 - ASB: PI/Mgm II

Information and Communication Technologies

Games and Simulation (175)  
 2566 - Introduction to Gaming

Information Support and Services (170)  
 410 - Introduction to Technologies

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	615
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.8
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	62.73

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	89.7	92.2	92.2	91.4	93.1
Grade 9	91.8	97.9	97.9	95.9	97.9

## 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.

#### 2023-24 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 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	2.5	0.9	3.6	7.6	5.1	5.9	9.4	7.8	8.2
<b>Graduation Rate</b>	97.5	98.3	96.4	86.5	89.5	90.7	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	84	81	96.4
<b>Female</b>	45	43	95.6
<b>Male</b>	39	38	97.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	15	14	93.3
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	40	38	95.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	22	22	100.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	61	58	95.1
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	11	11	100.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	728	678	199	29.4
Female	451	417	119	28.5
Male	276	260	80	30.8
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	7	7	4	57.1
Asian	6	6	0	0.0
Black or African American	126	119	32	26.9
Filipino	3	3	0	0.0
Hispanic or Latino	397	366	109	29.8
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	15	15	3	20.0
White	171	159	50	31.4
English Learners	49	45	13	28.9
Foster Youth	11	11	7	63.6
Homeless	4	3	0	0.0
Socioeconomically Disadvantaged	487	449	148	33.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	95	40	42.1

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.50	4.81	0.11	5.27	5.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.27	0.01	0.24	0.33	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.81	0.27
Female	2.88	0.22
Male	7.97	0.36
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.38	0
Filipino	0	0
Hispanic or Latino	4.79	0.25
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.43	0.58
English Learners	8.16	0
Foster Youth	27.27	0
Homeless	0	0
Socioeconomically Disadvantaged	4.93	0.41
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.06	0

## 2023-24 School Safety Plan

The Encore Comprehensive School Safety Plan (CSSP) was most recently adopted on March 27, 2023, per Ed Code 32282. Prior to adoption, the School Site Council provided input into the CSSP during its March 21, 2023 meeting.

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.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	18	8	5
Mathematics	26	6	9	8
Science	23	12	6	7
Social Science	24	8	7	6

## 2022-23 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	210

## 2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$87,088
Percent Difference - School Site and District	N/A	N/A	-199.7	-8.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-199.7	-7.6

## Fiscal Year 2022-23 Types of Services Funded

The types of services funded at Encore for the 2022-23 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, Independent Study.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$55,550
Mid-Range Teacher Salary	\$87,810	\$84,645
Highest Teacher Salary	\$110,822	\$111,284
Average Principal Salary (Elementary)	\$147,692	\$139,860
Average Principal Salary (Middle)	\$151,777	\$146,440
Average Principal Salary (High)	\$165,598	\$158,447
Superintendent Salary	\$255,842	\$278,268
Percent of Budget for Teacher Salaries	29.5%	32.21%
Percent of Budget for Administrative Salaries	4.33%	4.89%

## 2022-23 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	1
Science	1
Social Science	1
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	4

## Professional Development

Encore teachers and staff participate in dedicated professional development before, during, and after the school year.

For 2022-23, Encore held 10 professional development days:

\* Summer in-service was held August 1-5 (5 days)

\* Data days to follow the three benchmark assessment periods--October 21, February 10, March 31. (3 days)

## Professional Development

\* End of year in-service--May 30 & 31 (2 days)

For 2023-24, Encore will hold a total of 11 professional development days:

\* FULL DAYS: Summer in-service--August 1-4, Mid-year in-service December 21, End of year in-service--May 28-30 (8 days)

\* HALF DAYS: August 18, September 22, October 12, January 26, February 23, March 15 (equivalent to 3 days)

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	16	10	11