

Encina Preparatory High School

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 | Encina Preparatory High School |
| Street | 1400 Bell Street |
| City, State, Zip | Sacramento CA, 95825 |
| Phone Number | (916) 971-7538 |
| Principal | Greta Scholtes |
| Email Address | greta.scholtes@sanjuan.edu |
| School Website | https://www.sanjuan.edu/encina |
| County-District-School (CDS) Code | 34-67447-3432838 |

2022-23 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | San Juan Unified School District |
| Phone Number | (916) 971-7700 |
| Superintendent | Melissa Bassanelli |
| Email Address | info@sanjuan.edu |
| District Website Address | www.sanjuan.edu |

2022-23 School Overview

Encina High School Vision Statement:

At Encina High School, we commit to an anti-racist, culturally responsive education that:

- Creates a strong sense of belonging and safety within our diverse community;
- Fosters hope, independence, and critical thinking;
- Empowers young adults who will make a difference in our society.

Our goals include:

1. Curriculum and Instruction: To improve student achievement by ensuring all teachers are highly skilled in the intentional use of highly effective, research-based instructional practices.
2. Coordinated Student Services: To provide students the support and resources they need to be successful Encina graduates.
3. Advocacy: To support student goals for graduation, college success, and workplace readiness through meaningful relationships between teachers, students, and their families.

Encina's core values:

- Every student CAN learn. We will meet their needs without shaming while building capacity.
- Equity for all students.
- Quality-first instruction through highly effective instructional practices.
- Every student is valued for who they are and what they can become.

Encina graduates will be academically qualified and intellectually prepared to succeed at a four-year university. This will be achieved by:

- Doing whatever it takes to ensure success for ALL students
- Committing personal and community resources equitably
- Structures must be flexible and adaptive
- A pyramid of interventions must be employed, beginning with a foundation of 'excellent first instruction'
- All students must have equitable access to all resources
- All staff must hold high expectations for all students

2022-23 School Overview

School Description:

Located on the western edge of the San Juan Unified School District, Encina Preparatory School has an ethnically diverse, socioeconomically disadvantaged student body, with about 85% of its students living at or below the poverty line. For 2022-23, Encina, due to its high concentration of students from low-income families, continues to be included in the Community Eligible Provision by the state, allowing all of its students to participate in the National Free/Reduced Meal Program.

Encina has taken on a variety of new initiatives to to improve the overall quality of its programs. These include the following:

- Push-in Intervention in English/Language Arts and mathematics for students in grades 9 and 10
- Increased integration of AVID curriculum and instructional practices in its school-wide Advocacy Program
- Improvement of the school culture and climate for students and staff

Encina continues to be a Positive Behavior Intervention and Support (PBIS) school, and uses BARKS (Bulldogs are Responsible, Respectful, Kind and Safe) as our guiding principles. We also continue to be a Learning Support Team (LST) school, working strategically to implement Tier 1 systems to remove barriers to learning, and provide Tier 2/3 supports as needed.

The school has consistently used data to set a variety of objectives that support its goals of improving student academic performance and the learning environment of the school. As programs, initiatives, and actions have been put into place over the years in pursuit of those goals, and the data yielded from our efforts has been reviewed, the school continues to refine its services in support of those goals. Key elements that have been and continue to be essential to our SPSA are:

- Continued alignment and refinement of instruction to the Common Core State Standards and related instructional and assessment practices
- Effective teaching of English Language Development in both ELD classes and across other core subject areas to address the needs of all English Language Learners, ranging from newcomers to Long-Term English Learners (LTELs)
- Formative classroom assessments for learning, including on-going, in-class checks for understanding
- Instruction that is based on the collaborative examination of student work/student achievement data
- Introduction of teaching and classroom management practices reflective of culturally responsive instruction
- Structured student interaction, self-reflection, self-assessment, and goal setting
- Effective implementation of the System of Professional Growth evaluation system to improve educational practice
- Refinement of specific grade level objectives for the Advocacy Program
- Expansion of academic and behavior supports via the introduction of a learning support team that embraces the PBIS tiered model of intervention
- Continuation and modification as needed of the school's BARKS Program and Restorative Practices to support the school's vision of a single school culture
- Continuation of school-wide attendance incentive and improvement programs
- Expand Learning Support Team to strengthen Tier 1 and 2/3 supports
- Continued integration of AVID curriculum and instructional strategies school-wide through Encina's Advocacy Program
- Continued outreach and recruitment of students in grades 9-11 to increase enrollment and achievement in AP courses, and expansion of AP course options
- Implementation of PBIS and Restorative practices for all students
- Continuation of the Improve Your Tomorrow program to support adult-student mentoring

Encina's enrollment fluctuates throughout the year, and strategic action items have been put into place to improve outcomes for all students. The school's focus on Positive Behavior Interventions and Supports (PBIS) as well as a coordinated approach to academic support, is helping to improve academic and social-emotional growth. The school's Learning Support Team and BARKS Program addresses students' socio-emotional needs and provides the necessary supports to increase positive student engagement in school. They continue to actively examine climate and culture data and use that data to implement research based practices to support students in making good decisions. Additionally, the School Leadership Team (SLT) has made significant progress with the construction of the Encina action plan which addresses three key aspects of the original design plan: curriculum, instruction and assessment, and coordinated student services. The Encina team has made a commitment to strengthening the school's Advocacy Program and its academic support component. We have both math and ELA push-in intervention teachers to support during flex time, and Apex (credit recovery) offered during Advocacy. A curriculum was purchased to prepare students to be college and career ready. We will be evaluating our Advocacy program throughout the year to see if the changes we have made are yielding the desired results.

2022-23 School Overview

Principal's Message:

Encina High School serves students in grades 9-12. While we share our campus with Katherine Johnson Middle School, there are lots of visuals on campus to help students and families understand where the high school and middle school spaces are located. We have two separate school offices with separate administrators and office staff, and we are here to support our students and families.

As your principal, I am honored to work with our Encina students and community. This is my 9th year as an administrator in San Juan, and I have been in education for over twenty years. I truly value family engagement and am looking forward to partnering with our families to ensure student success. At Encina, we continue to make great strides towards improving the academic and socio-emotional learning environment for our students. Encina is dedicated to a variety of initiatives to help our students succeed in school and beyond. Our departments are progressing onward with standards-aligned, high-quality instruction. This year, we are continuing to provide intensive support in English and math for students in grades 9th & 10th. Our Advocacy program continues to help students succeed at school and prepare for their educational pursuits after graduation, and we have continued to strengthen the program. Our Positive Behavior Intervention Supports (PBIS) program remains a central piece in our efforts to sustain a positive school culture, and our staff is continuing to engage in trainings around Restorative Practices. As educators, our entire team is committed to social justice, equity, inclusive practices, and maintaining high expectations for all.

As an Encina staff and community, we recently developed our vision statement to reflect our community values and guide our work.

Encina Vision Statement:

At Encina High School, we commit to an anti-racist, culturally responsive education that:

- Creates a strong sense of belonging and safety within our diverse community;
- Fosters hope, independence, and critical thinking;
- Empowers young adults who will make a difference in our society.

Together, we continue to transform Encina into the school your child deserves. There are many aspects of this work that will require our combined efforts. We will continue to ask for your input, to seek out your help, and to keep you informed, as we work to make Encina a place where parents and community collaboration is not just desired, but necessary.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 197 |
| Grade 10 | 200 |
| Grade 11 | 182 |
| Grade 12 | 140 |
| Total Enrollment | 719 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 44.2 |
| Male | 55.6 |
| American Indian or Alaska Native | 1.1 |
| Asian | 17.9 |
| Black or African American | 24.1 |
| Filipino | 0.8 |
| Hispanic or Latino | 34.5 |
| Native Hawaiian or Pacific Islander | 1.7 |
| Two or More Races | 6.1 |
| White | 13.8 |
| English Learners | 37.8 |
| Foster Youth | 1.0 |
| Homeless | 15.0 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 83.9 |
| Students with Disabilities | 14.5 |

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) | 33.70 | 56.96 | 1679.20 | 71.81 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 2.00 | 3.38 | 21.00 | 0.90 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.20 | 0.42 | 49.30 | 2.11 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.50 | 0.84 | 297.30 | 12.72 | 12115.80 | 4.41 |
| Unknown | 22.70 | 38.38 | 291.30 | 12.46 | 18854.30 | 6.86 |
| Total Teaching Positions | 59.20 | 100.00 | 2338.40 | 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) | 35.20 | 89.04 | 1946.10 | 78.12 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 21.60 | 0.87 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.20 | 5.71 | 80.70 | 3.24 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 243.50 | 9.78 | 11953.10 | 4.28 |
| Unknown | 2.00 | 5.20 | 199.10 | 8.00 | 15831.90 | 5.67 |
| Total Teaching Positions | 39.60 | 100.00 | 2491.10 | 100.00 | 279044.80 | 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.

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.20 | 2.20 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.20 | 2.20 |

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 | 0.50 | 0.00 |
| Total Out-of-Field Teachers | 0.50 | 0.00 |

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) | 0.00 | 6.10 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.70 | 0.00 |

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

San Juan Unified held a public hearing on September 28, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <https://www.sanjuan.edu/Page/23518>. In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan’s textbook adoption schedule, please visit our website:

<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>

Year and month in which the data were collected

September, 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | 2017: Amplify California Edition-Grades 6, 7, 8 2016 Houghton Mifflin Harcourt - California Collections, Grades 9, 10, 11, 12 2016: Bedford, Freeman, and Worth - The Language of Composition 2016: Pearson - Literature: An Introduction to Reading and Writing | Yes | 0.0 |
| Mathematics | 2015 Houghton Mifflin Harcourt: Go Math 2016: Cengage - Calculus 2016: Cengage - Calculus of a Single Variable 2016: Pearson - Elementary Statistics: Picturing the World 2018: Ramsey Education - Foundations in Personal Finance 2015: Houghton Mifflin Harcourt - Integrated Mathematics 1,2,3, Volumes 1 & 2 2007: Pearson - Mathematical Ideas 2018: McGraw-Hill - Mathematics for Business and Personal Finance 2017: Haese Mathematics - Mathematics for the International Student - Mathematics SL 2016: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam 2016: Cengage - Precalculus | Yes | 0.0 |
| Science | 2022 STEMScopes: The Living Earth 2019 Savvas: AP Biology-Campbell in Focus 2013 Bio-Rad Laboratories: Biotechnology-A Laboratory Skills Course 2022 Savvas: Experience Chemistry 2018 Cengage: Chemistry (AP Edition), 10th edition 2008 Pearson: Conceptual Integrated Science 2009 Pearson: Conceptual Physics 2002 Pearson: Earth Science 2020 Savvas: College Physics-Explore and Apply, 2nd edition 2002 Glencoe/McGraw-Hill: Earth Science-Geology, the Environment, and the Universe 2022 Cengage: Environmental Science-Sustaining Your World 2021 Cengage: Exploring Environmental Science (updated) 2016 Pearson: Human Anatomy and Physiology | Yes | 0.0 |
| History-Social Science | McGraw-Hill - Impact California Social Studies-World History and Geography-Ancient Civilizations McGraw-Hill - Impact California Social Studies-World History and Geography-Medieval and Early Modern Times McGraw-Hill - Impact California Social Studies-United States History and Geography - Continuity and Change McGraw-Hill - Impact California Social Studies-World History, Culture and Geography-The Modern World McGraw-Hill - Impact California Social Studies-United States History and Geography-Growth and Conflict Cengage Learning - The American Pageant - AP Edition | Yes | 0.0 |

| | | | |
|---|--|-----|-------|
| | <p>Oxford University Press - The Twentieth-Century World and Beyond: An international History since 1900, 4th, 5th & 6th Edition</p> <p>Bedford, Freeman and Worth - Ways of the World in a Global History with Sources-For the AP Course</p> <p>2018:</p> <p>Pearson - Government in America People, Politics, and Policy-AP Edition</p> <p>2018:</p> <p>McGraw-Hill - Principles of American Democracy-Impact California Social Studies</p> | | |
| Foreign Language | <p>2017: Wayside- Apprenons</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 1</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 2</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 3</p> <p>2017: Vista Higher Learning – Imaginez</p> <p>2018: Cheng and Tsui- Adventures in Japanese 1</p> <p>2018: Cheng and Tsui- Adventures in Japanese 2</p> <p>2018: Cheng and Tsui- Adventures in Japanese 3</p> <p>2018: Cheng and Tsui- Dekiru! An AP Japanese Preparation Course</p> <p>2022 Carnegie Learning: Que Chevere 1-4</p> <p>2017: Vista Higher Learning- Temas</p> <p>2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio</p> <p>2018: Sign Media Inc. – Master ASL! – Level One</p> <p>2019: Sign Enhancers Inc. – ASL Grammatical Aspects Guide</p> | Yes | 0.0% |
| Health | <p>2007 Glencoe McGraw-Hill: Teen Health Course 2</p> | Yes | 0.0% |
| Science Laboratory Equipment (grades 9-12) | <p>The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.</p> | Yes | 0.00% |

School Facility Conditions and Planned Improvements

Encina Preparatory High School, originally constructed in 1959, was modernized between March 1999 and March 2001. In 2006, utilizing Measure J Bond funds, the science rooms were upgraded with cabinets, counters, power, gas, flooring and paint. Over 45,000 square feet of roofing was replaced. Currently, there are enough classrooms to house the student population. Each classroom has a fire and intrusion monitoring and alarm system, telephone and internet connections. Site custodial staff clean the buildings as well as a site maintenance custodian who keeps the various systems of the school operational. The district provides gardening and landscape maintenance as well as support to keep the major systems such as plumbing, heating, and air conditioning functioning. The school is concerned about the condition of the play fields, including the track and the tennis courts. During the summer of 2011 portables were brought onto the campus to house a new sixth grade student population (7th and 8th graders are housed elsewhere on campus). In 2012, extensive work was performed on the campus with a focus on the front of the school. Improvements included a new welcoming entry way, a small gathering area immediately behind a new wrought iron gate and new wrought iron fencing along the front and side of the school. In addition, a new irrigation system was installed and both lawn areas adjacent to the cafeteria were replaced. Permanent volleyball courts were added to enhance physical education programs and lunch-time recreational activities. Beginning in the spring of 2014, all student restrooms were remodeled and upgraded to include water-saving facilities and comply with ADA guidelines.

Installation of an all-weather sports field began construction in fall 2017 with scheduled completion by fall 2018.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in September 2020 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

Year and month of the most recent FIT report

09/07/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

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 | 14 | N/A | 43 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 3 | N/A | 29 | 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 167 | 140 | 83.83 | 16.17 | 14.29 |
| Female | 69 | 62 | 89.86 | 10.14 | 15.00 |
| Male | 98 | 78 | 79.59 | 20.41 | 13.70 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 35 | 26 | 74.29 | 25.71 | 15.38 |
| Black or African American | 35 | 31 | 88.57 | 11.43 | 7.69 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 59 | 50 | 84.75 | 15.25 | 12.24 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 23 | 19 | 82.61 | 17.39 | 22.22 |
| English Learners | 66 | 46 | 69.70 | 30.30 | 2.22 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 23 | 19 | 82.61 | 17.39 | 17.65 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 135 | 114 | 84.44 | 15.56 | 13.76 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 18 | 15 | 83.33 | 16.67 | 0.00 |

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 | 167 | 157 | 94.01 | 5.99 | 2.68 |
| Female | 69 | 66 | 95.65 | 4.35 | 3.03 |
| Male | 98 | 91 | 92.86 | 7.14 | 2.41 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 35 | 35 | 100.00 | 0.00 | 2.86 |
| Black or African American | 35 | 30 | 85.71 | 14.29 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 59 | 55 | 93.22 | 6.78 | 1.89 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 23 | 22 | 95.65 | 4.35 | 4.55 |
| English Learners | 66 | 63 | 95.45 | 4.55 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 23 | 20 | 86.96 | 13.04 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 135 | 127 | 94.07 | 5.93 | 2.48 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 18 | 15 | 83.33 | 16.67 | 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) | NT | 0.91 | -- | 30.55 | 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 | 111 | 110 | 99.1 | 0.9 | 0.91 |
| Female | 50 | 50 | 100 | 0 | 0 |
| Male | 61 | 60 | 98.36 | 1.64 | 1.67 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 27 | 27 | 100 | 0 | 0 |
| Black or African American | 19 | 19 | 100 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 36 | 36 | 100 | 0 | 2.78 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 24 | 23 | 95.83 | 4.17 | 0 |
| English Learners | 58 | 58 | 100 | 0 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 11 | 11 | 100 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 94 | 94 | 100 | 0 | 1.06 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100 | 0 | 0 |

2021-22 Career Technical Education Programs

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. The CTE department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. Capstone courses are defined as completer based on length of course, sequence, and skill development.

The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have three California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering/product innovation, and patient care. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy.

Encina offers the following CTE pathway and courses:

Patient Care Pathway

- Dental Careers (capstone completion course)
- Dental Radiation (40 hrs)

CTE capstone courses held at various high schools within San Juan Unified open to Encina students:

- Automotive
- Broadcast and Video Production
- Construction Technology
- Culinary Arts
- Fire Technology
- Medical Assistant
- Performing Arts: Theatre
- Public Safety Careers

How does this class support student achievement?

When students experience CTE courses they have the opportunity to see the relationship between applied academic standards and the real world. Students find purpose in their studies and are provided an opportunity to apply their academic and industry skills to every day problems.

How does the school address the needs of all students in career preparation?

Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems.

How are the courses evaluated for effectiveness?

The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates and graduation rates, along with completion of a sequence, are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 39 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 100 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100 |

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 | 99.86 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 27.43 |

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 9 | 84.2 | 34.8 | 35.4 | 38 | 87.3 |

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

Encina truly values our families and community partners.

Encina's Community Schools Program continues to create, execute, and promote a variety of activities and initiatives to strengthen the school's collaboration with families and the community. The Community Schools Program focuses on 6 specific areas:

- Building Relationships - Actions that welcome, honor, and connect families to the school.
- Build Awareness - Actions that promote understanding and inclusion across all cultures and family.
- Two-Way Communication - Actions that improve the connectivity between the school, teachers, students, families, and the community.
- Family Engagement - Actions that support families as decision makers and advocates.
- Access - Actions that provide families with access to information and community resources.
- Environment - Actions that build a welcoming school environment and climate.

Some specific highlights of the Community Schools Program include:

- Continued partnership with district and area food distribution networks
- A Parent Ambassador position to strengthen the school-family collaboration on supporting students' academic success
- Increasing number of community organizations partnering with the school to broaden student and parent access to services
- Facilitate families' access to health care providers and legal services
- Operation of an increasingly well-trafficked clothes closet available to all families in the community

The Community Schools Program works to solicit students and parents/guardians to serve on the following school committees:

- English Learner Advisory Committee (ELAC)
- School Site Council (elected)
- Superintendent's Parent Advisory Committee
- Superintendent's Student Advisory Council
- SJUSD Local Control Accountability Plan (LCAP) Parent Advisory Committee

The Encina Booster Club provides opportunities for parent involvement in its efforts to support a wide variety of extra-curricular and enrichment activities for the students. Quarterly meetings are held to support ongoing academic, cultural and athletic events.

Finally, the school's Advocacy Program offers a robust parent-school relationship opportunity for all Encina families through the execution of student-led conferences held twice annually for all grade levels, 9 through 12. These conferences allow teachers, students, and parents to collaborate on their children's academic and behavior goals for the school year, and facilitate open, honest, and deep dialogue between the school and individual families on an on-going basis.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Greta Scholtes, Principal at greta.scholtes@sanjuan.edu or at (916) 971-5894.

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 | | 21.7 | 15 | | 9.6 | 11.7 | | 8.9 | 7.8 |
| Graduation Rate | | 68.4 | 66.7 | | 78.5 | 81.6 | | 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 | 120 | 80 | 66.7 |
| Female | 55 | 37 | 67.3 |
| Male | 65 | 43 | 66.2 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 26 | 13 | 50.0 |
| Black or African American | 22 | 15 | 68.2 |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 43 | 33 | 76.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 25 | 17 | 68.0 |
| English Learners | 63 | 39 | 61.9 |
| Foster Youth | -- | -- | -- |
| Homeless | 21 | 13 | 61.9 |
| Socioeconomically Disadvantaged | 114 | 79 | 69.3 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 17 | 11 | 64.7 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 912 | 844 | 436 | 51.7 |
| Female | 415 | 381 | 200 | 52.5 |
| Male | 494 | 460 | 234 | 50.9 |
| American Indian or Alaska Native | 9 | 9 | 8 | 88.9 |
| Asian | 181 | 170 | 50 | 29.4 |
| Black or African American | 222 | 203 | 134 | 66.0 |
| Filipino | 10 | 7 | 0 | 0.0 |
| Hispanic or Latino | 285 | 269 | 149 | 55.4 |
| Native Hawaiian or Pacific Islander | 14 | 14 | 6 | 42.9 |
| Two or More Races | 51 | 47 | 30 | 63.8 |
| White | 140 | 125 | 59 | 47.2 |
| English Learners | 362 | 343 | 124 | 36.2 |
| Foster Youth | 12 | 10 | 7 | 70.0 |
| Homeless | 152 | 140 | 102 | 72.9 |
| Socioeconomically Disadvantaged | 772 | 725 | 385 | 53.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 132 | 124 | 83 | 66.9 |

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 | 14.21 | 3.11 | 2.45 |
| Expulsions | 0.15 | 0.03 | 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 | 0.85 | 20.83 | 0.10 | 4.48 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.77 | 0.00 | 0.06 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 20.83 | 0.77 |
| Female | 19.04 | 0.24 |
| Male | 22.47 | 1.21 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 9.94 | 0.55 |
| Black or African American | 34.23 | 0.90 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 17.54 | 0.70 |
| Native Hawaiian or Pacific Islander | 14.29 | 0.00 |
| Two or More Races | 35.29 | 1.96 |
| White | 17.14 | 0.71 |
| English Learners | 13.26 | 0.00 |
| Foster Youth | 33.33 | 8.33 |
| Homeless | 27.63 | 0.66 |
| Socioeconomically Disadvantaged | 21.76 | 0.78 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 34.09 | 2.27 |

2022-23 School Safety Plan

School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

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 | 18 | 48 | 20 | 4 |
| Mathematics | 26 | 12 | 24 | 8 |
| Science | 30 | 1 | 17 | 9 |
| Social Science | 29 | 3 | 20 | 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 | 20 | 39 | 20 | 10 |
| Mathematics | 25 | 15 | 24 | 8 |
| Science | 28 | 5 | 19 | 4 |
| Social Science | 30 | 5 | 17 | 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 | 20 | 15 | 8 |
| Mathematics | 27 | 8 | 13 | 8 |
| Science | 31 | | 12 | 9 |
| Social Science | 29 | 3 | 13 | 7 |

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 | 239.67 |

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 | |

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 | 13284 | 5625 | 7659 | \$73,571.36 |
| District | N/A | N/A | 6930 | \$78,226 |
| Percent Difference - School Site and District | N/A | N/A | 10.0 | -6.1 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | 14.9 | -14.8 |

2021-22 Types of Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

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 | \$46,561 | \$51,081 |
| Mid-Range Teacher Salary | \$69,093 | \$77,514 |
| Highest Teacher Salary | \$94,014 | \$105,764 |
| Average Principal Salary (Elementary) | \$117,870 | \$133,421 |
| Average Principal Salary (Middle) | \$126,658 | \$138,594 |
| Average Principal Salary (High) | \$142,797 | \$153,392 |
| Superintendent Salary | \$303,841 | \$298,377 |
| Percent of Budget for Teacher Salaries | 33% | 32% |
| Percent of Budget for Administrative Salaries | 6% | 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 | 16 |
|--|----|

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 | 3 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 6 |

Professional Development

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

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 | 9 | 9 | 3 |