Encina Preparatory High School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

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	Will Jarrell
E-mail Address	will.jarrell@sanjuan.edu
CDS Code	34-67447-3432838

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Web Site	www.sanjuan.edu
Superintendent	Glynn Thompson
E-mail Address	glynn.thompson@sanjuan.edu

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

Encina Vision: All Encina graduates will be academically qualified and intellectually prepared to succeed at a four year university.

Encina Mission (Core Purpose): The Mission (Core Purpose) of Encina Preparatory 6-12 School is to design and deliver an excellent education program which is guided by the Encina Core Values.

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.

Coordinated Student Services: To provide students the support and resources they need to be successful Encina graduates.

Advocacy: To support student goals for graduation/college/workplace through meaningful relationships between teachers, students, and their families.

Governance: To create a sustainable, shared governance system that enables staff to execute at high levels, the core purpose of the school.

Encina Core Values:
Every student CAN learn. We will meet their needs without shaming while building capacity.
Equity
Quality First Instruction/Highly Effective Instructional Practices
Every student is valued for who they are and what they can become

School Profile:
Located in the San Juan Unified School District, Encina Preparatory School has an ethnically diverse, socioeconomically disadvantaged student body with 88% of its students receiving free or reduced lunch. It has been categorized by the State Department of Education as a Tier II persistently low performing school. As such, in 2010 the Encina staff and community embarked upon a redesign plan to transform Encina Preparatory School. The Encina Design Team spent countless hours examining best educational practices, attending educational conferences, visiting high performing/high poverty schools, and investigating Encina community assets that could support its quest for change.

The Design Team work focused in five major areas:
- Student motivation and engagement
- Shared leadership governance
- Teacher/student relationships
- Graduation/college, career, and civic readiness
- Community engagement and partnerships

The 'big idea' that emerged from this work was that "all Encina graduates are academically qualified and intellectually prepared to succeed at a four-year university". This 'big idea' is grounded in a set of moral imperatives that guide all decision-making at Encina as it relates to students, staff, parents and community:
- 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 to meet Encina's 'big idea'
- All staff must hold high expectations for all students

As a result, the 2011-2012 school year brought several changes to the Encina campus. One was the incorporation of grades six, seven, and eight creating a seamless transition for students from primary to secondary education. The second change was the introduction of a daily advocacy program designed to ensure that all students have a trusting adult who can and will advocate for their academic and social-emotional needs. Additionally, the Encina Family Resource center opened in March 2012. In May of 2012, in collaboration with the SSC, the framework for the 2012-2013 SPSA was constructed and approved. Between May and October of 2012, the SPSA was updated with minor adjustments to reflect new data unavailable during May of 2012. The revised SPSA was brought before and approved by the 2012-2013 SSC in October, 2012.

The start of the new school year included 10 days of professional development and to ensure a safe and orderly start to the new year. This PD included work around cultural literacy and social justice, school climate and safety and curriculum, instruction and assessment. The school contracted with Pearson to provide SIOP training, and the staff chose to focus on the following areas:
- Lesson design and learning targets (aligned to State Standards and/or Common Core)
- Clearly stated content and language objectives
- Structured Student Interaction, self-reflection, self-assessment and goal setting
- Classroom assessments FOR learning - ongoing formative assessments including in class checks for understanding
- examination of student work/student achievement data

The 2012-2013 data on Encina's climate and culture showed significant improvement over previous years. Student referrals and suspensions were down by over 40%, and attendance improvements were one of the highest in the district. Much of this can be attributed to the implementation of Positive Behavior Interventions and Supports (PBIS). Encina implemented a BARKS (Bulldogs are Responsible, Respectful, Kind, and Safe) team to actively examine climate and culture data, and to use that data to implement research based practices to support students in making good decisions. Though overall student achievement data continued to be low, the 2013 Growth API reflected an 6 point gain... the first in seven years. Additionally, the number of A-G qualified graduates doubled to nearly 40%, and of those students, approximately 75% were accepted into colleges and universities. Finally, with the election of a new leadership team in October, 2012, and with the assistance of the Dialogos group, the school leadership team (SLT) 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, Coordinated Student Services, and site governance. The 2012-2013 school year culminated in a week long PD attended by over 40 staff members. Conducted by the San Francisco Coalition of Essential Schools (SFCESS), this training furthered our goal of cultural literacy be learning Critical Friends Group (CFG) protocols through the lens of equity.

To start the 2013-2014 school year, Encina will once again pay teachers to attend 10 days of PD. The focus of this year's PD will include training on "The Art of Thinking and Talking" from the Dialogos Group, Assessment FOR Learning from the Assessment Training Institute, Advocacy, PBIS, and Family Engagement. Encina will also continue to pilot elements of a teacher led governance model that emphasizes a more distributed approach to leadership. The School Leadership Team (SLT) meets at least once weekly to review and make decisions on the overall school program, budget priorities, and how resources will be used. Four additional areas of leadership highlight the intent to push decision making out to those who are in close proximity to the impact of those decisions: teachers. The BARKS team, led by a BARKS Coordinator, leads our tier 1 behavior program through the implementation of PBIS practices. The Advocacy Leadership Team (ALT), led by a Advocacy Coordinator, leads the implementation of our grade-level advocacy program. The Instructional Leadership Team (ILT), led by a "coach of coaches", includes all department chairs and leads the implementation of our instructional program, including working with individual teachers to improve instruction, model classrooms, and department collaboration meetings. For 2013-2014, Encina has also implemented "Bulldog Days" when, once a week, teachers walk classrooms and engage in reflective conversations about what they are seeing in each other's classrooms. The Coordinator of Family and Community Partnerships leads a multitude of efforts to increase Encina's connections to our families and community.

Though Encina had a very strong year in 2013, it is expected that Encina will be identified as a year 2 Program Improvement (PI) school. As such, corrective actions include setting aside 10% of the allocated Title I funds for professional development to improve teacher quality. As noted above and in the actions that follow, Encina will comply with the required corrective actions.

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

During the previous three years, as part of SIG funding, Encina opened and staffed a Community Family Resource Center (CFRC). With the sunset of SIG funding at the end of the 2012-2013 school year, adjustments were made and, as a result of survey data, the Action Plan for Family and Community Partnerships was collaboratively created. This action plan focuses on 6 specific areas:

- Building Relationships - Actions that welcome, honor families 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.

Lead by the Coordinator for Family and Community Partnerships, this action plan is being implemented during the 2013-2014 school year. Specific actions that highlight this year's implementation include:

- Entire staff visit to local apartments complexes to reach out to our families
- Goals for and implementation of a home visit program
- Goals for and implementation of a family/parent contact program
- Further implementation of the Parent Connection, a parent volunteer organization

The Encina Booster Club provides hands-on Parent Participation Experiences. Monthly meetings are held to support ongoing academic and athletic events. The Community Liaison solicits volunteers to serve on the following parent committees:

- ELAC
- School Site Council (elected)
- Special Education Parent Advisory Committee (SEPAC)
- Superintendent's Parent Advisory Committee
- WASC Parent Involvement Committee

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office 971.7538.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in   grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	22	21	18	55	57	54	54	56	55
Mathematics	3	5	7	49	50	47	49	50	50
Science	20	24	21	58	60	59	57	60	59
History-Social Science	18	12	15	47	49	48	48	49	49

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	47	59	48
All Student at the School	18	7	21	15
Male	17	7	26	19
Female	19	7	16	10
Black or African American	14	6	20	12
American Indian or Alaska Native	33	9		
Asian				
Filipino	27	17		
Hispanic or Latino	16	8	20	12
Native Hawaiian/Pacific Islander				
White	22	6	26	22
Two or More Races	23	8		
Socioeconomically Disadvantaged	18	7	22	14
English Learners	2	2	2	3
Students with Disabilities	9	3	4	2
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	26	28	22	58	58	58	59	56	57
Mathematics	30	29	21	57	56	59	56	58	60

Note: Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	22	36	41	37	22
All Students at the School	78	12	10	79	18	3
Male	84	2	13	76	22	2
Female	73	20	7	81	15	3
Black or African American	88	9	3	91	9	
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	71	18	11	69	28	3
Native Hawaiian/Pacific Islander						
White	79	11	11	78	17	6
Two or More Races						
Socioeconomically Disadvantaged	81	11	8	80	17	3
English Learners	92	8		88	12	
Students with Disabilities	100			95	5	
Students Receiving Migrant Education Services						

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.4	19.0	10.9

Note: Scores are not shown 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.

IV. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	1	1	1
Similar Schools	5	3	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-28	-9	1
Black or African American	4	-23	6
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-32	1	12
Native Hawaiian/Pacific Islander			
White	-94	-4	-45
Two or More Races			
Socioeconomically Disadvantaged	-26	-9	4
English Learners	-18	-8	-8
Students with Disabilities			23

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	531	582	31,552	782	4,655,989	790
Black or African American	147	550	2,195	672	296,463	708
American Indian or Alaska Native	10		411	762	30,394	743
Asian	30	590	1,727	886	406,527	906
Filipino	11	717	478	832	121,054	867
Hispanic or Latino	223	577	6,061	704	2,438,951	744
Native Hawaiian/Pacific Islander	11	723	290	727	25,351	774
White	89	591	19,816	808	1,200,127	853
Two or More Races	10		574	762	125,025	824
Socioeconomically Disadvantaged	499	582	14,726	712	2,774,640	743
English Learners	179	516	3,828	653	1,482,316	721
Students with Disabilities	93	414	3,874	592	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	18
Percent of Schools Currently in Program Improvement	---	94.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	133
Grade 10	108
Grade 11	148
Grade 12	242
Ungraded Secondary	
Total Enrollment	939

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	29.5	**White**	19.6
American Indian or Alaska Native	1.5	**Two or More Races**	1.7
Asian	5.0	**Socioeconomically Disadvantaged**	88.2
Filipino	1.6	**English Learners**	32.8
Hispanic or Latino	39.3	**Students with Disabilities**	15.8
Native Hawaiian/Pacific Islander	1.7		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.3	27	2	4	22.9	25	5	13	15	36	13	6
Mathematics	12.1	27	6	2	21.3	18	5	10	17	28	18	3
Science	16.2	14	7	3	26.4	10	3	9	20	12	14	5
Social Science	11.7	19	3	2	23	16	5	9	18	18	12	10

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Task Force. The School Site Council is responsible for updating our comprehensive school safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures.

Suspensions and Expulsions

Rate	School			District		
	2010-11	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
Suspensions	58.4	101.3	54.2	16.45	19.4	13.2
Expulsions	0.4	0.5	0.2	0.19	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• Description of any needed maintenance to ensure good repair

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.

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 March 2013 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.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: 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]	[ ]	[ ]	

School Facility Good Repair Status (School Year 2013-14) — Year and month in which data were collected: 03/05/2013

Overall Facility Rate

	Exemplary	Good	Fair	Poor
Overall Rating	[X]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	57	57	58	1740
Without Full Credential	3	3	6	24
Teaching Outside Subject Area of Competence (with full credential)	6	3	1	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	81	19
All Schools in District	81	19
High-Poverty Schools in District	81	19
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	482
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	.25	---
Resource Specialist	0	---
Other	14	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 24, 2013

San Juan Unified held a public hearing on September 24, 2013 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 2013 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: http://www.sanjuan.edu/departments.cfm?subpage=125110.

In 2011, the Governor and State Legislature extended the suspension of SBE adoptions of instructional materials until the 2015-16 school year (EC Section 60200.7). While the suspension of adoptions ends in July 2015, at this time there is not yet a schedule established in law for the cycle of future adoptions.

However, in 2012 the Governor and State Legislature enacted AB 1246 (Brownley) which established EC Section 60207 and thereby authorized the SBE to adopt new Common Core State Standards (CCSS)-aligned K-8 instructional materials for mathematics no later than March 2014. More information about this scheduled adoption is available on the CDE Mathematics Web page.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002: Houghton Mifflin- Legacy of Literature 2009: Scholastic, Inc.- Read 180 2007: Pro-Ed, Inc - Reading Milestones 3rd Edition 2001: Prentice Hall - Timeless Voices, Timeless Themes Pro-Ed, Inc.: Reading Milestones, 3rd Edition Adopted 2007 Scholastic: Read 180 Adopted 2009 Prentice Hall: Timeless Voices, Timeless Themes Adopted 2001	Yes	0.0
Mathematics	Algebra 1 McDougal Littell: California Math Algebra 1 [Green Bicycle] 2008 Algebra 2 McDougal Littell: Algebra 2 2008 Geometry McDougal Littell: Geometry 2008 Pre-Algebra Holt: California Mathematics, Course 2 – Pre Algebra 2009 McDougal Littell: California Math Algebra 1 [Green Bicycle] Adopted 2008 McDougal Littell: Algebra 2 Adopted 2008 Holt: California Mathematics, Course 2 – Pre Algebra Adopted 2009 McDougal Littell: Geometry Adopted 2008	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology Prentice Hall, 2007: Biology, CA Edition 2009 Chemistry Pearson Prentice Hall, 2007: California Chemistry 2007 Earth Science Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, & the Universe 2004 Environmental Sci Holt, 2004: Environmental Science 2009 Health Holt, 2004: Lifetime Health, California Edition 2005 Physics Prentice Hall, 2009: Conceptual Physics 2008 Prentice Hall, 2007: Biology, CA Edition Adopted 2009 Pearson Prentice Hall, 2007: California Chemistry Adopted 2007 Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, & the Universe Adopted 2004 Holt, 2004: Environmental Science Adopted 2009 Prentice Hall, 2009: Conceptual Physics Adopted 2008	Yes	0.0
History-Social Science	American Govt. Prentice Hall, 2006: Magruder's American Government 2007 Geography Teachers' Curriculum Institute, 2006: Geography Alive! 2007 US History McDougal Littell, 2006: The Americans 2006 World History McDougal Littell, 2006: Modern World History: Patterns of Interaction 2006 Prentice Hall, 2006: Magruder's American Government Adopted 2007 Teachers' Curriculum Institute, 2006: Geography Alive! Adopted 2007 McDougal Littell, 2006: The Americans Adopted 2006 McDougal Littell, 2006: Modern World History: Patterns of Interaction Adopted 2006 Glencoe Economics: Today & Tomorrow Adopted 2006 Glencoe Economics: Principles & Practices Adopted 2006	Yes	0.0
Foreign Language	McDougal Littell: En Espanol!: Spanish Adopted 2002 Holt: Nuevas Vista: Spanish Adopted 2007 Prentice Hall: Realidades: Spanish Adopted 2007 McDougal Littell: French Adopted 2007	Yes	0.0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Langenscheidt: geni@1A1: German Adopted 2008 Cheng and Tsui: Japanese Adopted 2002 Prentice Hall: Russian Adopted 2008 Cheng and Tsui & Thomson Learning: Chinese Adopted 2002 Prentice Hall: Russian Adopted 2008		
Health	Holt, 2004: Lifetime Health, California Edition Adopted 2005	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	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.	Yes	0.00%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,043	$3,836	$4,207	59,991
District	---	---	$5,013	$71,297
Percent Difference: School Site and District	---	---	-16.1	-13.91%
State	---	---	$5,537	$69,704
Percent Difference: School Site and State	---	---	15.22%	-12.85%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a 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.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.In FY 2011-12, the district spent $7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs. In FY 2011-12, the district spent $3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,336	$41,462
Mid-Range Teacher Salary	$70,764	$66,133
Highest Teacher Salary	$83,464	$85,735
Average Principal Salary (Elementary)	$104,439	$107,206
Average Principal Salary (Middle)	$110,111	$111,641
Average Principal Salary (High)	$126,647	$122,628
Superintendent Salary	$225,000	$225,176
Percent of Budget for Teacher Salaries	40.7%	38.3%
Percent of Budget for Administrative Salaries	6.6%	5.1%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	26.50	26.60	25.80	13.40	11.80	10.50	16.60	14.70	13.10
Graduation Rate	72.25	51.87	57.21	86.66	79.77	80.63	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	165	3,807	418,598
Black or African American	32	271	28,078
American Indian or Alaska Native	1	45	3,123
Asian	11	202	41,700
Filipino	3	56	12,745
Hispanic or Latino	68	606	193,516
Native Hawaiian/Pacific Islander	2	30	2,585
White	45	2548	127,801
Two or More Races	3	43	6,790
Socioeconomically Disadvantaged	107	1051	217,915
English Learners	49	435	93,297
Students with Disabilities	14	364	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. Although most completion data is collected through our ROP regionally (Sacramento County Office of Education), the CTE department collects data on the number of students moving through our local sequences. Some ROP 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. ROP course are defined as completer based on length of course, sequence, and skill development.

The ROP 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. Students enrolled in the programs are provided strong experiences in all aspects of an industry.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have four California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering, Sports Careers and Opportunities in Recreation (SCORE), and small business entrepreneurship. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy. We have career pathways in:

Banking Occupations
Careers with Children I/II
Dental Careers
Dental Radiation (40 hrs)
Introduction to Health Careers
Medical Assistant
Medical Exploratory

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 everyday problems.

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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, graduation rates, and the passing rate on the California High School Exit Exam (CAHSEE) 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.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	107
% of pupils completing a CTE program and earning a high school diploma	8
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	39.8
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	21.8

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	3	---
Mathematics	4	---
Science		---
Social Science	2	---
All courses	11	1.4

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 with its major initiatives such as Writing Workshop, Bookshop, Disciplinary Literacy, Balanced Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, and Critical Literacy. Many voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, BTSA, grant-funded projects, and the San Juan Teacher's Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, 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 District Theory of Action. 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 (CCSS), 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 PAR/BTSA teachers.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.