

**Encina Preparatory High School  
School Accountability Report Card  
Reported Using Data from the 2013-14 School Year  
Published During 2014-15**

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

School Contact Information	
<b>School Name</b>	Encina Preparatory High School
<b>Street</b>	1400 Bell Street
<b>City, State, Zip</b>	Sacramento CA, 95825
<b>Phone Number</b>	(916) 971-7538
<b>Principal</b>	Richard Judge
<b>E-mail Address</b>	<a href="mailto:rjudge@sanjuan.edu">rjudge@sanjuan.edu</a>
<b>Web Site</b>	<a href="http://www.sanjuan.edu/encina">www.sanjuan.edu/encina</a>
<b>CDS Code</b>	34-67447-3432838

District Contact Information	
<b>District Name</b>	San Juan Unified School District
<b>Phone Number</b>	(916) 971-7700
<b>Superintendent</b>	Kent Kern
<b>E-mail Address</b>	<a href="mailto:info@sanjuan.edu">info@sanjuan.edu</a>
<b>Web Site</b>	<a href="http://www.sanjuan.edu">www.sanjuan.edu</a>

## School Description and Mission Statement (Most Recent Year)

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Mission: 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 nearly 90% 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 it's 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. During 2013-14 school year, with the assistance of Dialogos Consulting to help the school begin the move towards a teacher-led model, 3 more teams were developed to oversee their corresponding major initiatives taking place at Encina and furthering the effectuation of the Action Plan. In addition to the Advocacy and BARKS leadership teams put in place the previous years to oversee implementation of those programs, the following Teams were created: The Community Partnerships team (over the CFRC and related work); the Department Chairs team (over curriculum and instruction, and head by a Coach of Coaches), and the Activities Team (over extra-curricular activities on campus). These teams, all composed of and headed by non-administrative faculty members, became the "containers" for the work of their initiatives and - guided by the site leadership team to ensure their work aligned with the Encina Redesign Plan, Action Plan, and was supported with appropriate professional development - moved the school forward on several fronts. The start of the 2014-15 school year has included 2 days of professional development in addition to the three provided by the district. The focus of this PD has been threefold: introducing staff to implementation of the Common Core State Standards; reviewing, revising, and preparing for the start of the Advocacy program for its fourth year; and ramping up for a positive, safe, and orderly kick-off to the school year by providing additional BARKS-focused professional development to set the correct tone for the school's culture and learning environment. As well, this PD continued (and will continue) with the themes set out over the past two years at Encina: • 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 2013-14 data on Encina's climate and culture showed significant improvement over previous years. Student referrals overall were down by 5% over the previous year. While suspensions as a percentage of disciplinary consequences were up by 2%, suspensions due to defiance and/or disobedience (that is, those offences covered by CEC 48900k and historically the offences that make up the majority of all reasons students are suspended) were down by 7% at Encina. 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. Additionally, 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. Encina 6-12 Preparatory High School is a Program Improvement (PI) Year 2 school. Our district and school are working closely to improve curriculum, instruction, and student performance. The district provides information, special help, and access to resources for program improvement schools including No Child Left Behind (NCLB) parent notification on public school choice and Supplemental Educational Services (SES). Program improvement schools receive technical assistance in analyzing various data reports for revising the school plan, strengthening core academic instruction, and collaborating with parents to increase student academic achievement. Encina also receives federal funding through the 21st Century ASSETs grant and state funding through the ASES grant. Two programs under these grants, ASSETs and Bridges After-School, provide our students with enrichment and tutoring opportunities as well as a safe and engaging place to be during the after school hours.

**Student Enrollment by Grade Level (School Year 2013-14)**

Grade Level	Number of Students
Grade 6	111
Grade 7	129
Grade 8	132
Grade 9	118
Grade 10	149
Grade 11	124
Grade 12	219
<b>Total Enrollment</b>	<b>982</b>

**Student Enrollment by Group (School Year 2013-14)**

Group	Percent of Total Enrollment
Black or African American	28.7
American Indian or Alaska Native	1.5
Asian	4.5
Filipino	0.9
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	1.3
White	21.6
Two or More Races	2.9
Socioeconomically Disadvantaged	90.5
English Learners	27.2
Students with Disabilities	15.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
<b>With Full Credential</b>	58	50	46	1777
<b>Without Full Credential</b>	6	1	3	20
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	1	1	1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	70.97	29.03
<b>All Schools in District</b>	86.71	13.29
<b>High-Poverty Schools in District</b>	84.94	15.06
<b>Low-Poverty Schools in District</b>	96.79	3.21

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

**Year and month in which data were collected:** September 23, 2014

San Juan Unified held a public hearing on September 23, 2014 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 2014 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/textbooks>.

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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	<p>Biology Prentice Hall, 2007: Biology, CA Edition 2009</p> <p>Chemistry Pearson Prentice Hall, 2007: California Chemistry 2007</p> <p>Earth Science Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, &amp; the Universe 2004</p> <p>Environmental Sci Holt, 2004: Environmental Science 2009</p> <p>Health Holt, 2004: Lifetime Health, California Edition 2005</p> <p>Physics Prentice Hall, 2009: Conceptual Physics 2008</p> <p>Prentice Hall, 2007: Biology, CA Edition Adopted 2009</p> <p>Pearson Prentice Hall, 2007: California Chemistry Adopted 2007</p> <p>Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, &amp; the Universe Adopted 2004</p> <p>Holt, 2004: Environmental Science Adopted 2009</p> <p>Prentice Hall, 2009: Conceptual Physics Adopted 2008</p>	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>American Govt. Prentice Hall, 2006: Magruder’s American Government 2007</p> <p>Geography Teachers’ Curriculum Institute, 2006: Geography Alive! 2007</p> <p>US History McDougal Littell, 2006: The Americans 2006</p> <p>World History McDougal Littell, 2006: Modern World History: Patterns of Interaction 2006</p> <p>Prentice Hall, 2006: Magruder’s American Government Adopted 2007</p> <p>Teachers’ Curriculum Institute, 2006: Geography Alive! Adopted 2007</p> <p>McDougal Littell, 2006: The Americans Adopted 2006</p> <p>McDougal Littell, 2006: Modern World History: Patterns of Interaction Adopted 2006</p> <p>Glencoe Economics: Today &amp; Tomorrow Adopted 2006</p> <p>Glencoe Economics: Principles &amp; Practices Adopted 2006</p>	Yes	0.0
<b>Foreign Language</b>	<p>McDougal Littell: En Espanol!: Spanish Adopted 2002</p> <p>Holt: Nuevas Vista: Spanish Adopted 2007</p> <p>Prentice Hall: Realidades: Spanish Adopted 2007</p> <p>McDougal Littell: French Adopted 2007</p> <p>Langenscheidt: geni@1A1: German Adopted 2008</p> <p>Cheng and Tsui: Japanese Adopted 2002</p> <p>Prentice Hall: Russian Adopted 2008</p> <p>Cheng and Tsui &amp; Thomson Learning: Chinese Adopted 2002</p> <p>Prentice Hall: Russian Adopted 2008</p>	Yes	0.0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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%

### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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 August 2014 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 (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/29/2014				
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 ]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/29/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ X ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ X ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ X ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ X ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ X ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ X ]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	24	21	17	60	59	61	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61
All Student at the School	17
Male	18
Female	16
Black or African American	12
American Indian or Alaska Native	
Asian	23
Filipino	
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	
White	16
Two or More Races	
Socioeconomically Disadvantaged	17
English Learners	
Students with Disabilities	3
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	18	12	15	47	49	48	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	3	4	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### 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	5
English Learners	-18	-8	5
Students with Disabilities			20

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.

### Career Technical Education Programs (School Year 2013-14)

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. At Encina we have career pathways in:

- Dental Careers
- Dental Radiation (40 hrs)

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.

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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 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	55
% of pupils completing a CTE program and earning a high school diploma	16
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	35.14
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	25.18

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	28	22	21	58	58	50	56	57	56
Mathematics	29	21	23	56	59	53	58	60	62

Note: 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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	25	33	39	38	23
All Students at the School	79	14	7	77	21	3
Male	81	17	2	79	19	2
Female	77	10	13	74	23	3
Black or African American	89	11		75	25	
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	78	11	11	79	16	5
Native Hawaiian or Pacific Islander						
White	79	13	8	84	16	
Two or More Races						
Socioeconomically Disadvantaged	80	13	7	76	21	3
English Learners	100			96	4	
Students with Disabilities	100			100		
Students Receiving Migrant Education Services						

Note: 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.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	15.7	7.9	7.1
9	18.4	18.4	6.1

Note: 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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (Most Recent Year)**

As called for in Encina's Re-Design Plan and now in its third year of operation, Encina's Community Partnerships Center continues to create, execute, and promote a variety of activities and initiatives to strengthen the school's collaboration with families and the community. Community Partnerships 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.

Lead by the Coordinator for Community Partnerships and its Team of parents, students and staff, the program is expanding the work initiated these last few years. Some specific actions that highlight this year's implementation include:

- Outreach to local apartments complexes to reach out to Encina families
- Establish Food Closet and Clothes Closet to help families in need
- Facilitate families' access to health care providers
- Expansion of a family/parent contact program
- Collaborate with parent education services like Parent University and the Parent Project to support healthy family dynamics
- 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

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. 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 the school office at 971.7538.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Dropout Rate</b>	26.6	26.1	23.6	11.8	10.5	10.4	14.7	13.1	11.4
<b>Graduation Rate</b>	51.87	56.96	54.63	79.77	80.57	80.85	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	57.44	83.08	84.56
Black or African American	53.13	66.84	75.90
American Indian or Alaska Native	100.00	80.26	77.82
Asian	33.33	92.92	92.94
Filipino	150.00	96.72	92.20
Hispanic or Latino	60.22	73.18	80.83
Native Hawaiian/Pacific Islander	100.00	77.14	84.06
White	59.02	87.72	90.15
Two or More Races	25.00	64.41	89.03
Socioeconomically Disadvantaged	63.74	80.97	82.58
English Learners	43.40	56.56	53.68
Students with Disabilities	54.55	60.78	60.31

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	35.3	29.3	28.0	9.8	8.3	7.4	5.7	5.1	4.4
Expulsions	0.4	0.1	0.3	0.1	0.1	0.0	0.1	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.

### School Safety Plan (Most Recent Year)

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. Drills are practiced on a regular basis to keep staff and students aware of safety routines, evacuation procedures, and lock-down/shelter-in-place protocols. 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, includes the site specific crisis response procedures and a district standardized emergency flip chart. The Safety plan was last reviewed, updated, and approved by SSC on January 21, 2014. It will be reviewed and revised by the school's Safety Committee and School Site council again in the Spring.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

### Federal Intervention Program (School Year 2014-15)

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	---	19
Percent of Schools Currently in Program Improvement	---	79.2

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5												
6				19	16	15	2	20	9	29		
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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	22.9	25	5	13	17	36	13	6	16	38	18	3
Mathematics	21.3	18	5	10	17	28	18	3	19	20	10	9
Science	26.4	10	3	9	20	12	14	5	21	13	15	6
Social Science	23	16	5	9	18	18	12	10	15	34	3	12

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.

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	371
Counselor (Social/Behavioral or Career Development)	.5	---
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: Cells with "---" do not require data. 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,556	\$4,974	\$5,582	59,991
District	---	---	\$5,013	\$70,990
Percent Difference: School Site and District	---	---	11.4	-15.9
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	15.22%	-12.85%

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,889	\$41,761
Mid-Range Teacher Salary	\$69,999	\$66,895
Highest Teacher Salary	\$82,562	\$86,565
Average Principal Salary (Elementary)	\$106,107	\$108,011
Average Principal Salary (Middle)	\$112,906	\$113,058
Average Principal Salary (High)	\$124,763	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of Budget for Teacher Salaries	40	38
Percent of Budget for Administrative Salaries	6	5

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

### Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	1	---
Science	1	---
Social Science	1	---
All courses	4	0.4

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

### 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 with its major initiatives such as Writing Workshop, Disciplinary Literacy, Critical Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, K-3 Reading 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, BTSAs, 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.

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