



Encinal Junior/Senior High School

210 Central Avenue • Alameda, Ca, 94501-3246 • (510) 748-4023 • Grades 6-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alameda Unified School District

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District Governing Board

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School Description

Encinal is a 6-12 public junior/senior high school located on the west end of the city of Alameda, on the San Francisco Bay. Built in the 1950's on approximately 17 acres of land, the facility has undergone a \$50 million renovation. The project includes a new two-story, 12-classroom building with a maker space; a complete redesign of the area in front of the school (including a relocation of the parking lot, removal of the old portables, and new landscaping); a new central student gathering area; and outdoor learning structures. The 200 wing has been completely modernized (including new walls, windows, ceilings, restrooms, and floors), and all other classrooms in the school received upgrades. In addition, critical infrastructure and safety/security systems (including the fire alarms, the PA system, and door locks) have been updated. About \$39.5 million for the project was funded from Measure I funds, and \$2 million came from AUSD's deferred maintenance fund.

School Vision: Encinal is an inclusive learning community engaging and empowering all students to actively take ownership of their education and their future.

School Mission: Our core mission is to maximize the potentials of all students.

Administrator values for leading at Encinal: Make decisions based on student needs and best practices, Strengthen access to College and Career Pathways, and Develop Anti-Racist teaching, learning, and engagement practices

COVID CONSIDERATIONS FOR THE 20-21 SCHOOL YEAR: Due to COVID we are using a Flexible Learning Model. This model has the flexibility to have face-to-face instruction when permissible. In the meantime, teachers and students are teaching and learning virtually. Students take three year-long classes each in the fall and spring terms (in addition to a homeroom period, listed as advisory). Each fall/spring class earns 10 credits upon successful completion. To maximize offerings to our students in these unprecedented times, students may be concurrently enrolled in classes at our neighboring high school, as well as our local community college. Students may also earn credit through Work Experience. Additionally, should athletics be allowed, Encinal will field interscholastic teams in 14 sports. Lastly, in spite of being in a virtual learning model, we are offering a robust extra-curricular program for our students which consists of virtual clubs and activities for our students.

Medically fragile students, or students who live in homes with medically fragile family members, had the choice to be in a fully remote program. Their classes are being taken via Edmentum, and their grades are posted to their transcript as each graded module is completed. They also are taking three classes in the fall term, and three classes in the spring term.

Final grades for the fall term for the 20-21 school year for all students will be posted on January 29, 2021. Final grades for the spring term will be posted for all students on June 23, 2021. This is due to the later start of the school year due to COVID.

Curriculum: Encinal has a faculty of 65 full and part-time teachers with approximately 200 students in grades 6-8, and 1000 students in grades 9-12. A full range of college preparatory classes are available along with a variety of CTE/Vocational Education courses. Students are given the opportunity to take Honors and Advanced Placement level courses in World History, US History, American Government, Economics, English, Pre-Calculus, Calculus (AB & BC), Chemistry, Physics, Environmental Science, Photography, Computer Science, Computer Science Principles, and Studio Art. We also offer a Dual Enrollment Program in BioTechnology with Laney College (previously named Genomics). To meet the individual needs of students, Encinal offers a variety of special programs including academic strategies classes, English Language Development, Special Education, and after school tutoring and mentoring programs through our Restorative Justice Center. Finally, our teachers create new courses annually to serve the interests and passions of our students such as: Peer Counseling & Mentoring, Sports in Literature, Mental Health Matters, Get Reel: Literature Through Your Lens, Radio Broadcasting, Digital Film, Navigating Life and Adulthood.

Five units of credit are given for a passing grade in each subject per semester (during COVID semesters are equal to 9 weeks of instruction, while year long courses are equal to 18 weeks of instruction). AP & Honors courses are weighted by multiplying each grade value by 1.25. For example, an A in an honors or AP class is equal to 5.0, and so on. We do not rank our students. We limit AP and Honors classes to four classes per year. Encinal High School has an open-enrollment policy for all honors and AP classes.

Graduation Requirements: 220 semester units in the following subject areas are required to graduate. Twenty of those credits are required in two of the following areas: World Language/CTE and Visual & Performing Arts. Students must maintain a minimum cumulative GPA of 1.75, and complete 20 hours of community service (waived for the Class of 2021 due to COVID). The State of California also requires students to pass Algebra 1 or a higher level of math (not Geometry).

College Acceptances: Encinal graduates have been accepted as a broad range of colleges and universities. Each year, approximately 90% of our students pursue higher education at either four-year colleges, community college or technical education programs.

Student Services: Encinal supports students outside of the classroom by providing five counselors, two college advisors, one full-time psychologist, one part-time speech therapist, one full-time health clerk, and one Intervention Lead. Alameda Family Service offers students individual and/or group counseling, as well as health services, at their on-campus health center or virtually. The College & Career Center provides opportunities for students to secure jobs, and get college & career information, work permits, scholarship information and assistance. We also offer many forms of tutoring in a variety of settings, including after-school. When school is open, our before and after school program is open daily.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.

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

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	77
Grade 7	90
Grade 8	61
Grade 9	249
Grade 10	270
Grade 11	256
Grade 12	222
Total Enrollment	1,225

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.1
American Indian or Alaska Native	0.3
Asian	22.7
Filipino	10.1
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	1.7
White	26.5
Two or More Races	8.7
Socioeconomically Disadvantaged	40.6
English Learners	11.4
Students with Disabilities	10.9
Foster Youth	0.3
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Encinal Junior/Senior High School	18-19	19-20	20-21
With Full Credential	51	53	55
Without Full Credential	5	3	2
Teaching Outside Subject Area of Competence	4	2	1

Teacher Credentials for Alameda Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	409
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at Encinal Junior/Senior High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	2	0	1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Grades 6-8 Prentice Hall, 2002</p> <p>Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions) and Inquiry by Design</p> <p>(IBD) Units</p> <p>Grade 9-12 Curriculum is comprised of multiple novels, nonfiction text, and Inquiry by Design (IBD) units</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>McGraw -Hill/Glencoe - California Math Courses 1-3 (2015) - Math 6-8</p> <p>Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09</p> <p>Calculus: Early Transcendental Functions (6th). Cengage Publishing, 2015. Adopted 6.28.16.</p> <p>Statistics: W orkshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics</p> <p>The Practice of Statistics (5th). Bedford, Freeman, and W orth, 2015. Adopted 6.28.16.</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Grades 6-8 Prentice Hall Earth Science, Physical Science, Life Science</p> <p>Adopted in 2008</p> <p>Grades 9-12</p> <p>Biology. Prentice Hall (Pearson), 2004. Adopted 5.13.08.</p> <p>Campbell Biology In Focus. Pearson AP Edition, 2014. Bridge Materials.</p> <p>AP Environmental Science. Prentice Hall (Pearson) 10th, 2007. Adopted 5.13.08.</p> <p>Chemistry (Zumdahl). HMH, 2000 (5th).</p> <p>Chemistry (Zumdahl). Brooks/Cole, 9th (AP Edition), 2014. Bridge Materials.</p> <p>Conceptual Physics. Prentice Hall (Pearson), 2009. Adopted 5.13.08.</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>Grades 6-8 Glencoe-McGraw Hill (2006) Discovering Our Past (CA Editions): Ancient Civilizations, Medieval and</p> <p>Early Modern Times, The American Journey to W W I</p> <p>Grades 9-12 Prentice Hall - World History, Magruder's Am. Gov't.</p> <p>Adopted in 2007</p> <p>McDougal Littell - The Americans</p> <p>Grades 9-12</p> <p>MW H: W orld History, The Modern Era. Prentice Hall, 2007. Adopted 4.07.</p> <p>USH: The Americans: Rec. to the 21st Century. McDougal Littell (HMH), 2007. Adopted 4.07.</p> <p>AP USH: America's History. Bedford St. Martin, 2000. Adopted 6.13.00.</p> <p>AP Euro: W estern Civilization. Thomson W adsworth (HMH), 2006. Adopted 6.26.07.</p> <p>AP Gov: American Government Institutions and Policies. HMH, 2004.</p> <p>AP Economics: Economics Principles & Practices. Harcourt, 2001. Adopted 4.23.02.</p> <p>Econ: Economics Principles & Practices. Glencoe/McGraw -Hill, 2001. Adopted 2.13.01.</p> <p>Gov: Magruder's American Government. Prentice Hall (Pearson), 2003. Adopted 1.14.03.</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Grades 6-12 Spanish 1-4: Houghton, Mifflin, Harcourt: Avancemos! (2018) French 1-3: Houghton, Mifflin, Harcourt: Bien Dit! (2018) French 4-5: Vista Higher Learning: AP Themes 1e (2017) Mandarin 1-4: Cheng & Tsui series (2011) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health standards guide our programming. Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming. Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Encinal High campus is undergoing a modernization project to modernize Building 200, a new Building 900, and a new boiler.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/10/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	BOYS LOCKER: Intrusion alarm system needs repair. GIRLS LOCKER: Intrusion alarm system needs repair. Media Center: Outlets need replacing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	64	N/A	66	N/A	50	N/A
Math	42	N/A	58	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	36	N/A	48	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

Parents can participate in SSC, PTSA, and ELAC. Additionally, we have an Athletic Boosters group, a Music Boosters group, Grad Night Committee, and a very active Alumni Club. Parents are invited to chaperone field trips, dances, and other Associated Student Body events. We extend invitations to all parents to attend Back to School Night in the fall and the Encinal Showcase in the spring, as well as music, athletic and other exhibitions of student talent. For more information about getting involved visit our website <http://ehs.alameda.usd.ca.schoolloop.com/>. Pull down the community tab and click on volunteer opportunities.

School events are posted on the calendar on our website. You can also find information on athletics, school policies, information about teachers and classes, PTSA and other school information. If you have questions or concerns, feel free to email via school loop or call the school at (510) 748-4023 if you have questions

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

Students at Encinal High are guided by school wide classroom expectations that promote PRIDE (Prepared, Respectful, Inclusive, Dedicated, Engaged) positive behavior values. The goal of Encinal High's learning environment is to create and maintain a learning environment that is physically, emotionally, and intellectually safe. Parents, students, and staff are informed of school rules and discipline policies through the Student Handbook (last updated 2019-20). If student's return to campus during the 2020-21 school year, there will be COVID-19 safety expectations and operations updates. Students and families are further informed via faculty communications, principal weekly updates, and other resources that are sent home and delivered electronically, as well as posted on the school website.

New for 2020-21 is an entirely new fire alarm system, updated site maps to reflect the modernization work that will be completed in March 2021. During on campus learning time (and in traditional years) at least one drill per emergency event is conducted with on campus; earthquake, fire, armed intruder, and shelter in place. The school's disaster preparedness plan is aligned to the district plan and includes procedures and protocols for ensuring student and staff safety during a disaster.

Students are supervised before and after school, and during lunch. All visitors are expected to check into the office upon arrival to the school. The faculty have been trained in Share 911 which allows us to communicate and coordinate during a variety of emergency and safety related situations. The 2019-20 administration reported that the Safety Committee revised the safety plan which included new evacuation routes, improved response protocols, and procedures as well as assessment of emergency supplies. The plan was further revised January 2020. Additionally, we have regular fire and earthquake drills, and lockdown and shelter in place drills, including active shooter training for staff and students. Video surveillance cameras have been recently installed.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.1	3.6	2.9	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.5	1.3	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	245

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	20	9	13	1	30	4	11	2	26	1	15	2
Other**												

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	25	16	23	19	26	11	22	16	30	18	12	20
Mathematics	22	21	18	11	24	14	18	12	28	15	14	14
Science	29	6	15	17	30	3	18	15	30	2	20	15
Social Science	26	7	21	16	25	11	16	15	25	12	15	14

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The suspension of in-person instruction required a different approach to the 2020-2021 school year. The Encinal leadership team reviewed previous year professional learning and current needs for learning support during the pandemic. Department chairs communicated a need to focus on strengthening blended and online learning instruction to support students. Teachers participated in a districtwide learning conference in August. Encinal's whole staff participated in a Zoom engagement and socio-emotional learning workshop, which included community building via Zoom platform. Teachers have 1.5 hours of collaboration time with rotating focus each month, and staff has two 1 hour meetings per month. School leaders collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions for staff development. The site has a specific focus on improving engagement inside the learning environment (Zoom and the Google Classroom during the pandemic). Two primary data sources; attendance data and grade data (progress reports and grades) disaggregated by individual classroom teacher and departments inform our inquiry, reflection, and targeted action cycle. The objective is to increase the number of students earning credit during closure of the physical classroom. Student performance data enables teachers to identify which students require additional support.

To support teachers professional learning the site leadership has implemented coherence between weeks. For example, on one week, staff viewed new content focused on the principles of creating a sustainable workflow for teachers while increasing the nature and quality of student feedback. Using a metacognition log, leaders modeled feedback in an online environment. Next, dept. chairs facilitated follow up to the site opportunity of practice in department meetings using a critical friends protocol. Next, staff workshopped their blended learning action items. Teachers were supported with differentiated offerings to workshop, followed by whole group sharing of work in a staff meeting. Other related topics that have been the focus of staff meetings; standards based grading and blended engagement strategies. Additionally, teachers engage in anti-racist inquiry as part of the weekly rotation. Three anti-racist inquiry options are active on site this year; Culturally Responsive Teaching & The Brain book study, White Fragility book study, or a BIPOC affinity group.

Student discourse continues to be a focus for the district and site. Site coaches visit classrooms using a walkthrough tool to capture discourse methods, routines, and strategies present in the learning space. Coaches provide teachers feedback about the teaching practices they observed. Observations and patterns are shared during site administration meetings so that best practices get surfaced, and programmatic or curricular design can be addressed for students in targeted sub groups like English Learners. STAR data assists teachers in having baseline data to implement instructional support and coordinate additional staff support in the classroom for students with individualized education plans.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,966	\$49,782
Mid-Range Teacher Salary	\$72,867	\$76,851
Highest Teacher Salary	\$95,138	\$97,722
Average Principal Salary (ES)	\$106,679	\$121,304
Average Principal Salary (MS)	\$129,891	\$128,629
Average Principal Salary (HS)	\$133,136	\$141,235
Superintendent Salary	\$230,000	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

All Alameda Unified School District (AUSD) schools are centrally funded for core services including general education, special education, and English Language Development and other English Learner services. Additionally, sites receive discretionary funding in the form of Local Control Funding Formula (LCFF) Base funding to serve ALL students and LCFF Supplemental funding to serve unduplicated students. Unduplicated students include English Learners and students who are socio-economically disadvantaged. Sites utilize their discretionary funding in a range of ways and detail their specific activities and services in their School Plan for Student Achievement (SPSA). AUSD's SPSAs can be found at the following link: <https://alameda.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=7109&MeetingID=362> Services funded centrally via LCFF Supplemental Funds include components of the ELD program (including ELD/Literacy coaches), restoration of afterschool programming to schools with high unduplicated percentages, components of the Multi-tiered System of Supports (MTSS) program, and innovative program funds for schools with high unduplicated populations. Schools identified as Title 1 receive additional funding for Professional Development and Parent Involvement. Schools in Program Improvement Status also receive Alternative Supports funding for additional academic intervention.

State Priority: Pupil Engagement

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

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

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

Rate for Encinal Junior/Senior High	2016-17	2017-18	2018-19
Dropout Rate	3.7	3.9	5.2
Graduation Rate	90.5	93	92.2

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,631.37	\$3,695.76	\$9,935.61	\$72,496.29
District	N/A	N/A	\$8,905.50	\$77,156
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	10.9	-6.2
School Site/ State	24.7	-8.8

Note: Cells with N/A values do not require data.

Rate for Alameda Unified School	2016-17	2017-18	2018-19
Dropout Rate	5	3.5	5.2
Graduation Rate	87	91.4	88.9

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	221
% of pupils completing a CTE program and earning a high school diploma	45.6
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	54.34

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	4	N/A
Science	3	N/A
Social Science	7	N/A
All courses	23	35.5

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

ALAMEDA UNIFIED SCHOOL DISTRICT
CTE INFORMATION FOR SARC
SY 2020-2021

Number of Pupils Participating in CTE:221

Percent of Pupils that Complete a CTE Program and Earn a High School Diploma:45.6

Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education : 33%

CTE COURSES OFFERED UC A - G

Digital Film 1 G
Marketing 1 G
Marketing 2 G
Radio Broadcast Journalism 1 G
Radio Broadcast Journalism 2 G

Career Technical Education Pathways

SY 2020-2021

Industry Sector CTE Pathway Course 1 Course 2

Arts Media & Entertainment - Digital Filmmaking: Digital Filmmaking 1; Digital Filmmaking 2
Marketing & Sales - Marketing; Marketing 1; Marketing 2
Arts Media & Entertainment - Radio Broadcast Journalism: Radio 1; Radio 2

AUSD CTE Advisory Council Title/Affiliation CTE Pathway

Nicole Kidd, Chair Owner, NK Insights Marketing
Ana Bagtas Parent and Community Development Staff, City of Alameda All Sectors
Susan Haworth Owner, Cambios Life Coaching All Sectors
Madlen Saddik Exec. Director, Alameda Chamber of Commerce Marketing
Carolyn Hogg Information Technology Director, City of Alameda ICT
Eric Fonstein Development Manager, City of Alameda All sectors
Ana McClanahan Dean, College of Alameda ICT /Health Science
Dan Gerard Alameda Fire Dept Allied Health
Stan Bunger Radio Broadcaster, KCBS Arts Media & Entertainment
Vina Cera Co-Chair, Media Communications Department, Laney College Arts Media & Entertainment
Arthur Culang Owner, Arthur Culang Consulting Health Science
Damon Tighe Training Specialist, Bio-Rad Health Science
S. Brooke Briggance Parent AND Deputy Director, FACES for the Future, Public Health Institute Allied Health
Annie Thatcher-Stephens Athletic Trainer, Childrens' Hospital Allied Health
Shaun Daniels Owner, Castaway Creative Arts Media & Entertainment
Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment
Vicki Sedlack Executive Director, Alameda Education Foundation All sectors Marketing & Sales - Marketing 1; Marketing 2

DataQuest

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

California School Dashboard

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