

Encinal Junior/Senior High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Encinal Junior/Senior High School
Street	210 Central Avenue
City, State, Zip	Alameda, Ca, 94501-3246
Phone Number	(510) 748-4023
Principal	Kirstin Snyder
Email Address	ksnyder@alamedaunified.org
School Website	https://ehs-alamedausd-ca.schoolloop.com/
County-District-School (CDS) Code	01611190132142

2021-22 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2021-22 School Overview

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 engage in their educational experiences so that they are prepared for their future.

School Mission: To provide an articulated 6-12 program of engaging and rigorous academic courses, CTE, and work experience options that allow students to explore their talents and interests while preparing for civic participation, college, and the workforce.

Administrator values for leading at Encinal: Responsive to the needs of students, families, and staff. We make decisions based on student needs and best practices, We continue to strengthen access to College and Career Pathways and Develop Anti-Racist teaching, learning, and engagement practices

Final grades for the fall term for the 21-22 school year for all students will be posted on January 6, 2022. Final grades for the spring term will be posted for all students on June 10, 2022.

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) 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

2021-22 School Overview

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 Adulting.

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 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 colleges, or technical education programs.

Student Services: Encinal supports students outside of the classroom by providing four 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. Our after-school program is open 4 days a week.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	61
Grade 7	69
Grade 8	90
Grade 9	234
Grade 10	249
Grade 11	258
Grade 12	238
Total Enrollment	1,199

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.4
Asian	22.1
Black or African American	11.2
Filipino	9.8
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	1.8
Two or More Races	9
White	27.2
English Learners	9.9
Foster Youth	0.2
Homeless	0.8
Socioeconomically Disadvantaged	35.6
Students with Disabilities	10.6

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.8	89.3	448.7	83.2	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	1.7	9.4	1.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	4.4	48.9	9.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	3.2	17.8	3.3	12115.8	4.4
Unknown	0.7	1.3	14.2	2.6	18854.3	6.9
Total Teaching Positions	58.0	100.0	539.2	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.8
Total Out-of-Field Teachers	1.8

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8 Prentice Hall, 2002 Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions) and Inquiry by Design (IBD) Units Grade 9-12 Curriculum is comprised of multiple novels, nonfiction text, and Inquiry by Design (IBD) units	Yes	0
Mathematics	McGraw -Hill/Glencoe - California Math Courses 1-3 (2015) - Math 6-8 Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09 Calculus: Early Transcendental Functions (6th). Cengage Publishing, 2015. Adopted 6.28.16. Statistics: Workshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and Worth, 2015. Adopted 6.28.16.	Yes	0
Science	Grades 6-8 Prentice Hall Earth Science, Physical Science, Life Science Adopted in 2008 Grades 9-12 Biology. Prentice Hall (Pearson), 2004. Adopted 5.13.08. Campbell Biology In Focus. Pearson AP Edition, 2014. Bridge Materials. AP Environmental Science. Prentice Hall (Pearson) 10th, 2007. Adopted 5.13.08. Chemistry (Zumdahl). HMH, 2000 (5th). Chemistry (Zumdahl). Brooks/Cole, 9th (AP Edition), 2014. Bridge Materials. Conceptual Physics. Prentice Hall (Pearson), 2009. Adopted 5.13.08.	Yes	0
History-Social Science	Grades 6-8 Glencoe-McGraw Hill (2006) Discovering Our Past (CA Editions): Ancient Civilizations, Medieval and Early Modern Times, The American Journey to W W I Grades 9-12 Prentice Hall - World History, Magruder's Am.	Yes	0

	<p>Gov't. Adopted in 2007 McDougal Littell - The Americans Grades 9-12 MW H: W orld History, The Modern Era. Prentice Hall, 2007. Adopted 4.07. USH: The Americans: Rec. to the 21st Century. McDougal Littell (HMH), 2007. Adopted 4.07. AP USH: America's History. Bedford St. Martin, 2000. Adopted 6.13.00. AP Euro: W estern Civilization. Thomson W adsworth (HMH), 2006. Adopted 6.26.07. AP Gov: American Government Institutions and Policies. HMH, 2004. AP Economics: Economics Principles & Practices. Harcourt, 2001. Adopted 4.23.02. Econ: Economics Principles & Practices. Glencoe/McGraw - Hill, 2001. Adopted 2.13.01. Gov: Magruder's American Government. Prentice Hall (Pearson), 2003. Adopted 1.14.03.</p>		
Foreign Language	<p>Grades 6-12</p> <p>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)</p>	Yes	0
Health	Health standards guide our programming.	No	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

11/3/2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	458	NT	NT	NT	NT
Female	243	NT	NT	NT	NT
Male	214	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	86	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	33	NT	NT	NT	NT
Hispanic or Latino	76	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	51	NT	NT	NT	NT
White	146	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	165	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	458	NT	NT	NT	NT
Female	243	NT	NT	NT	NT
Male	214	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	86	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	33	NT	NT	NT	NT
Hispanic or Latino	76	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	51	NT	NT	NT	NT
White	146	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	165	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	452	352	77.9%	22.1%	65.6%
Female	242	189	78.1%	21.9%	68.3%
Male	209	162	77.5%	22.5%	62.3%
American Indian or Alaska Native	3				
Asian	82	72	87.8%	12.2%	63.9%
Black or African American	55	38	69.1%	30.9%	52.6%
Filipino	33	29	87.9%	12.1%	62.1%
Hispanic or Latino	75	60	80.0%	20.0%	66.7%

Native Hawaiian or Pacific Islander	4				
Two or More Races	55	39	70.9%	29.1%	56.4%
White	143	109	76.2%	23.8%	74.3%
English Learners	37	31	83.8%	16.2%	22.6%
Foster Youth	1				
Homeless	3				
Military	9				
Socioeconomically Disadvantaged	20	13	65.0%	35.0%	23.1%
Students with Disabilities	38	17	44.7%	55.3%	41.2%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	452	328	72.6%	27.4%	43.3%
Female	242	173	71.5%	28.5%	41.0%
Male	209	154	73.7%	26.3%	46.1%
American Indian or Alaska Native	3				
Asian	82	69	84.1%	15.9%	49.3%
Black or African American	55	38	69.1%	30.9%	26.3%
Filipino	33	26	78.8%	21.2%	50.0%
Hispanic or Latino	75	53	70.7%	29.3%	45.3%
Native Hawaiian or Pacific Islander	4				
Two or More Races	55	41	74.5%	25.5%	43.9%
White	143	98	68.5%	31.5%	43.9%
English Learners	37	27	73.0%	27.0%	18.5%
Foster Youth	1				
Homeless	3				
Military	9				
Socioeconomically Disadvantaged	20	14	70.0%	30.0%	35.7%
Students with Disabilities	38	18	47.4%	52.6%	16.7%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	316	NT	NT	NT	NT
Female	143	NT	NT	NT	NT
Male	173	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	73	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	32	NT	NT	NT	NT
Hispanic or Latino	49	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	97	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	112	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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

CTE COURSES OFFERED UC A - G

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

Career Technical Education Pathways
SY 2020-2021

Industry Sector CTE Pathway Course 1 Course 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
Susan DeLong, Owner, The Grits Group - Marketing
Susan Haworth Owner, Cambios Life Coaching All Sectors
Madlen Saddik Exec. Director, Alameda Chamber of Commerce - All sectors
Andrew Wiedlea, Lawrence Berkeley Labs (parent) - ICT
Eric Fonstein Development Manager, City of Alameda - All sectors
Doug Bruce, Biomanufacturing Professor, Laney College - Health Science
Daniel Gerard, EMT Education Coordinator, Alameda Fire Dept - Allied Health
Jasmin Nagakawa-Wong, Program Manager, Faces for the Future - Allied Health
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
Lynne Moore-Kerr, Early Childhood Family Service, Alameda Family Services - Education
Annie Thatcher-Stephens - Trainer, UCSF, Allied Health
Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment
Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment
Ying-Tsu Loh, Executive Director, BABEC - Health Science
Danny Beesley, Owner, Idea Builders - Engineering
Roger Hand, Java programmer (parent) - ICT
Mike Adams, Professor Emeritus; California Historic Radio Society - Arts Media & Entertainment
K. Wong, Student Representative

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	210
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	93.16
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	51.85

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents can participate in SSC, PTSA, and ELAC. Additionally, we have an Athletic Boosters group, a Music Boosters group, Drama Club, 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

2021-22 Opportunities for Parental Involvement

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.alamedausd.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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.2	6.3	4.7	5.2	6.4	4.2	9.0	8.9	9.4
Graduation Rate	92.2	91.7	92.7	88.9	89.5	89.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	233	216	92.7
Female	99	92	92.9
Male	134	124	92.5
American Indian or Alaska Native	0	0	0.00
Asian	60	58	96.7
Black or African American	22	20	90.9
Filipino	29	28	96.6
Hispanic or Latino	35	30	85.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	19	100.0
White	61	54	88.5

English Learners	25	20	80.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	117	108	92.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	25	20	80.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1227	1202	289	24.0
Female	595	580	102	17.6
Male	631	621	187	30.1
American Indian or Alaska Native	4	4	1	25.0
Asian	270	265	32	12.1
Black or African American	139	136	56	41.2
Filipino	120	118	18	15.3
Hispanic or Latino	220	214	71	33.2
Native Hawaiian or Pacific Islander	22	21	10	47.6
Two or More Races	109	104	27	26.0
White	332	329	70	21.3
English Learners	123	120	47	39.2
Foster Youth	4	3	2	66.7
Homeless	11	11	10	90.9
Socioeconomically Disadvantaged	456	450	163	36.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	137	133	80	60.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.58	0.00	2.62	0.09	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.51	1.63	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Students at Encinal High are guided by school-wide classroom expectations that promote PRIDE (Prepared, Respectful, Innovative, Do the Right Thing, 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). Students and families are further informed via faculty communications, principal weekly updates, and other resources sent home, delivered electronically and posted on the school website.

Nine emergency drills are conducted 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 current Administration has revised the Safety Committee and revised the safety plan, which included new evacuation routes, improved response protocols, procedures, and assessment of emergency supplies. 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	30	4	11	2

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	26	1	15	2

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	23	2	8	

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	11	22	16
Mathematics	24	14	18	12
Science	30	3	18	15
Social Science	25	11	16	15

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	18	12	20
Mathematics	28	15	14	14
Science	30	2	20	15
Social Science	25	12	15	14

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	29	6	4
Mathematics	16	18	12	1
Science	28	5	10	4
Social Science	23	6	6	7

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	239.8

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,475.36	\$5,794.27	\$8,681.08	\$74,565.09
District	N/A	N/A	\$8,307.20	\$78,844
Percent Difference - School Site and District	N/A	N/A	4.4	-5.6
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	2.8	-8.3

2020-21 Types of Services Funded

All Alameda Unified School District (AUSD) schools are centrally funded for core services, including general education, special education, 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 various 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, an innovative program funds for schools with high unduplicated populations.

Schools identified as Title 1 receive additional funding for Professional Development and Parent Involvement. In addition, school tools in Program Improvement Status also receive Alternative Supports funding for additional academic intervention.

This year one-time ELOG funds provided afterschool teacher hourly for learning loss, Professional Development, site materials, and student engagement opportunities.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,006	\$51,029
Mid-Range Teacher Salary	\$74,339	\$78,583
Highest Teacher Salary	\$97,088	\$99,506
Average Principal Salary (Elementary)	\$128,153	\$124,576
Average Principal Salary (Middle)	\$124,728	\$131,395
Average Principal Salary (High)	\$141,835	\$144,697
Superintendent Salary	\$230,000	\$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	21.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	0
Fine and Performing Arts	1
Foreign Language	2
Mathematics	5
Science	0
Social Science	4
Total AP Courses Offered	16

Professional Development

The Encinal leadership team reviewed the previous year's professional learning and current needs for learning support during the pandemic. Department chairs communicated a need to focus on strengthening engagement in our students and recouping learning loss. Teachers have participated in a districtwide PD around the UDL (Universal Design For All Learners) framework. Encinal's whole staff participated in UDL site-based PD. Teachers are also participating in a school-based PD project known as the Pineapple Project. This comes out of the work of Jennifer Gonazlez. This PD is teacher lead and teacher-driven. School leaders and teachers collect and participate in collecting 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 using the UDL framework around engagement and observing each other teach. Every month, teachers can share their best engagement practices for students that yield student outcomes. Goals for engagement include student discourse and visible presence in the classroom. Two primary data sources, classroom participation, and grade data, disaggregated by individual classroom teachers and departments, inform our inquiry, reflection, and targeted action cycle. Student performance data enables teachers to identify which students require additional support.

The administration of the STAR reading Assessment has shown the site there is a strong need to improve the overall reading skills of our students. This year, a site license was purchased for Lexia research based reading intervention program that, when done with fidelity, will improve student reading skills. We are starting a three-year commitment to this program and reading improvement.

The site leadership has implemented a cyclical PD calendar to support teachers' professional learning to support teachers' knowledge. In one month, we have two staff meeting, one of which constantly revisit our PD goals and the other school-wide business goals. We have two ILT Instructional Leadership meetings in which we develop Department Agendas that reinforce our PD goals and focus for the year. We have started a student listening campaign and worked on anti-racist teaching practices to improve student engagement. Every Friday, we engage in committee work and grade-level meetings to further our PD work around vision and mission goals, grading, and focal students.

Student discourse continues to be a focus for the district and site. Site coaches, teachers, and admin 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 observe. Observations and patterns are shared during site administration meetings to surface best practices. Programmatic or curricular design can be addressed for students in targeted subgroups 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Alameda Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.