

# Encinal Junior/Senior High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Encinal Junior/Senior High School
<b>Street</b>	210 Central Avenue
<b>City, State, Zip</b>	Alameda, Ca, 94501-3246
<b>Phone Number</b>	(510) 748-4023
<b>Principal</b>	Kirstin Snyder
<b>Email Address</b>	ksnyder@alamedaunified.org
<b>School Website</b>	<a href="https://encinal.alamedaunified.org/">https://encinal.alamedaunified.org/</a>
<b>County-District-School (CDS) Code</b>	01611190132142

## 2022-23 District Contact Information

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

## 2022-23 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 1950s 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. In addition, the 200 wings have 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 graduates are well-rounded citizens with the knowledge, resilience, and skills to navigate their own path.

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 students, families, and staff needs. We make decisions based on student needs and best practices. We continue to strengthen schoolwide expectations that ensure all students have access and are to College and Career ready through A-G requirements. We are working to continually develop Anti-Racist teaching, learning, and engagement practices that ensure all learners are seen and heard. This year we have moved to a 5-day week Advisory schedule that allows students to have homeroom teachers and schoolwide spaces for alignment around School Climate and community expectations.

Final grades for the fall term for the 22-23 school year for all students will be posted on January 13, 2023. All teachers will post Final grades for the spring term for all students on June 9, 2023.

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 and various CTE/Vocational Education courses are available. Students can 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,

## 2022-23 School Overview

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 students' individual needs, Encinal provides various 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 credit units are given for a passing grade in each subject per semester. 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 courses 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 credits are necessary for World Language/CTE and Visual & Performing Arts. In addition, students must maintain a minimum cumulative GPA of 1.75 and complete 20 hours of community service. The State of California also requires students to pass Algebra 1 or a higher math level (not Geometry).

College Acceptances: Encinal graduates have been accepted and pursue acceptance to many colleges and universities. Each year, approximately 95% of our students pursue higher education at either four-year colleges, community colleges, or technical education programs. 5% are using the military, work, or other opportunities.

Student Services: Encinal supports students outside the classroom by providing four counselors, two college advisors, one and half full-time psychologists, one part-time speech therapist, one full-time health clerk, and one Intervention Lead. Alameda Family Service offers students individual and group counseling as well as health services at their on-campus at our health center. The College & Career Center provides opportunities for students to secure jobs, and get college & career information, work permits, driver's ed, scholarship information, and assistance. We also offer many supports, such as academic check-ins in advisory 2 days a week. Our after-school program is open two days a week, and students are paired with an individual peer academic mentor.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	62
Grade 7	63
Grade 8	62
Grade 9	254
Grade 10	228
Grade 11	221
Grade 12	234
<b>Total Enrollment</b>	<b>1,124</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	50.8
American Indian or Alaska Native	0.4
Asian	22.3
Black or African American	12.1
Filipino	8.1
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	1.7
Two or More Races	9.6
White	26.5
English Learners	8.5
Foster Youth	0.2
Homeless	1.1
Migrant	0.0
Socioeconomically Disadvantaged	31.9
Students with Disabilities	10.3

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.80	89.27	448.70	83.21	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.72	9.40	1.75	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.50	4.44	48.90	9.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	3.22	17.80	3.32	12115.80	4.41
<b>Unknown</b>	0.70	1.33	14.20	2.64	18854.30	6.86
<b>Total Teaching Positions</b>	58.00	100.00	539.20	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	46.60	90.03	432.20	83.39	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	1.27	9.90	1.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	2.76	37.10	7.17	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	3.09	12.80	2.48	11953.10	4.28
<b>Unknown</b>	1.40	2.82	26.00	5.03	15831.90	5.67
<b>Total Teaching Positions</b>	51.80	100.00	518.40	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.70
Misassignments	2.50	0.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.50</b>	<b>1.40</b>

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.90
Local Assignment Options	0.80	0.60
<b>Total Out-of-Field Teachers</b>	<b>1.80</b>	<b>1.60</b>

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.10	0.90
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	2.40

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	Carnegie Learning, Inc., 2022 Adopted 6.14.2022, Implemented Fall 2022  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
<b>Science</b>	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
<b>History-Social Science</b>	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 &amp; Practices. Harcourt, 2001. Adopted 4.23.02.          Econ: Economics Principles &amp; Practices. Glencoe/McGraw - Hill, 2001. Adopted 2.13.01.          Gov: Magruder's American Government. Prentice Hall (Pearson), 2003. Adopted 1.14.03.</p>		
<b>Foreign Language</b>	<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 &amp; Tsui series (2011)</p>	Yes	0
<b>Health</b>	Health standards guide our programming.	No	0
<b>Visual and Performing Arts</b>	We use the VAPA standards to guide our arts programming.	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		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**

8/8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Building 300 boys restroom: Restroom walls and floor need a deep clean
<b>Electrical</b>	X			6108: An outlet is not working Media Center: One broken outlet cover, one outlet has burnt marks



### School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Gym boys restroom: mirrors need replacement
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Admin Office: Restroom wall has drywall damage from a leak or from custodial closet.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			3101: Walkways need to be power washed 3102: Walkways need to be power washed 6110: Walkways have gums that need to be scrapped off. Building 900 boys restroom: Walkways need to be power washed GYM: Boys lockers need repairs or replacement

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	65	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	39	N/A	53	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	402	379	94.28	5.72	64.81
<b>Female</b>	209	194	92.82	7.18	69.59
<b>Male</b>	192	184	95.83	4.17	59.56
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	102	99	97.06	2.94	69.70
<b>Black or African American</b>	43	39	90.70	9.30	25.64
<b>Filipino</b>	29	27	93.10	6.90	70.37
<b>Hispanic or Latino</b>	66	61	92.42	7.58	54.10
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	48	97.96	2.04	66.67
<b>White</b>	108	101	93.52	6.48	81.00
<b>English Learners</b>	27	25	92.59	7.41	12.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	125	117	93.60	6.40	42.24
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	24	82.76	17.24	8.33

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	402	374	93.03	6.97	39.30
<b>Female</b>	209	189	90.43	9.57	39.15
<b>Male</b>	192	184	95.83	4.17	39.13
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	102	98	96.08	3.92	44.90
<b>Black or African American</b>	43	39	90.70	9.30	10.26
<b>Filipino</b>	29	27	93.10	6.90	44.44
<b>Hispanic or Latino</b>	66	58	87.88	12.12	18.97
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	46	93.88	6.12	30.43
<b>White</b>	108	102	94.44	5.56	60.78
<b>English Learners</b>	27	25	92.59	7.41	16.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	125	115	92.00	8.00	14.78
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	25	86.21	13.79	4.00

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	36.61	NT	50.32	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	292	254	86.99	13.01	36.61
<b>Female</b>	148	124	83.78	16.22	37.9
<b>Male</b>	144	130	90.28	9.72	35.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	60	57	95	5	42.11
<b>Black or African American</b>	43	36	83.72	16.28	16.67
<b>Filipino</b>	28	27	96.43	3.57	37.04
<b>Hispanic or Latino</b>	51	45	88.24	11.76	33.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	26	89.66	10.34	26.92
<b>White</b>	77	60	77.92	22.08	51.67
<b>English Learners</b>	15	14	93.33	6.67	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	104	92	88.46	11.54	22.83
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	21	65.63	34.37	19.05

## 2021-22 Career Technical Education Programs

ALAMEDA UNIFIED SCHOOL DISTRICT  
CTE INFORMATION FOR SARC  
SY 2021-22

CTE COURSES OFFERED UC A - G

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

Career Technical Education Pathways  
SY 2021-2022

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  
Arts Media & Entertainment - Digital Film: Film 1 (rebuilding pathway)

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  
Mike Adams, Professor Emeritus; California Historic Radio Society - Arts Media & Entertainment

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	157
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	27.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.47
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	59.73

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.4%	98.4%	98.4%	96.8%	98.4%
Grade 9	93.2%	93.2%	93.6%	93.2%	93.2%

## C. Engagement

### State Priority: Parental Involvement

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

## 2022-23 Opportunities for Parental Involvement

Parents can participate in SSC, PTSA, and ELAC. This year we have instituted PIE Nights (Parents In Education). They occur every eight weeks. We cover a multitude of topics, such as grades and A-G readiness. There is also a focus on mental wellness, substance abuse education, and parental empowerment. We have a robust Athletic Boosters and Music Boosters group, a Drama Club, a Grad Night Committee, and a very active PTSA. 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, athletics, and other exhibitions of student talent. This year we have promoted schoolwide events sponsored by our PTSA to welcome families back from COVID and create an environment where all belong. For more information about getting involved, visit our website <https://encinal.alamedaunified.org/>. Pull down the community tab and click on ways to get involved.

School events are posted on the calendar on our website. You can also find information on athletics, school policies, teachers and classes, PTSA, and other school information. If you have questions or concerns, feel free to email via Parent Square 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6.3	2.1		6.4	1.9		8.9	7.8
Graduation Rate		91.7	95.8		89.5	94		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	236	226	95.8
Female	110	106	96.4
Male	123	118	95.9
American Indian or Alaska Native	--	--	--
Asian	42	42	100.0
Black or African American	34	33	97.1
Filipino	25	25	100.0
Hispanic or Latino	43	40	93.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	17	16	94.1
White	70	66	94.3
English Learners	29	26	89.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	113	105	92.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	37	30	81.1

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1211	1144	231	20.2
Female	596	557	132	23.7
Male	608	581	96	16.5
American Indian or Alaska Native	5	5	1	20.0
Asian	265	255	23	9.0
Black or African American	153	140	43	30.7
Filipino	91	91	16	17.6
Hispanic or Latino	227	208	54	26.0
Native Hawaiian or Pacific Islander	19	19	6	31.6
Two or More Races	115	110	30	27.3
White	320	302	54	17.9
English Learners	129	115	21	18.3
Foster Youth	6	5	4	80.0
Homeless	13	12	9	75.0
Socioeconomically Disadvantaged	448	414	118	28.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	147	137	54	39.4

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.51	1.63	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	2.64	0.09	1.76	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.64	0.00
<b>Female</b>	2.18	0.00
<b>Male</b>	3.13	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	1.13	0.00
<b>Black or African American</b>	7.84	0.00
<b>Filipino</b>	2.20	0.00
<b>Hispanic or Latino</b>	1.76	0.00
<b>Native Hawaiian or Pacific Islander</b>	5.26	0.00
<b>Two or More Races</b>	2.61	0.00
<b>White</b>	2.19	0.00
<b>English Learners</b>	4.65	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	7.69	0.00
<b>Socioeconomically Disadvantaged</b>	4.91	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	5.44	0.00

## 2022-23 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. 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 with 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 a revised safety plan, which included new evacuation routes, improved response protocols, procedures, and assessment of emergency supplies. We also have regular fire and earthquake drills and lockdown and shelter-in-place drills, including active shooter training for staff and students. In addition, 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.

### 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
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
6	23	2	8	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	29	1	14	

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	15	18
Mathematics	19	23	18	7
Science	29	5	15	12
Social Science	26	6	19	12

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	281

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	4.0
<b>Library Media Teacher (Librarian)</b>	1.0
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.6

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$14,345.01	\$5,545.21	\$8,799.81	\$88,232.34
<b>District</b>	N/A	N/A	\$8,294.39	\$88,572
<b>Percent Difference - School Site and District</b>	N/A	N/A	5.9	-0.4
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A	28.7	6.0

## 2021-22 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=11785&MeetingID=610>

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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,975	\$52,478
<b>Mid-Range Teacher Salary</b>	\$82,694	\$80,810
<b>Highest Teacher Salary</b>	\$107,969	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$132,773	\$127,080
<b>Average Principal Salary (Middle)</b>	\$148,389	\$134,264
<b>Average Principal Salary (High)</b>	\$150,371	\$147,200
<b>Superintendent Salary</b>	\$240,000	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	34%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	33.9
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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.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	1
<b>English</b>	4
<b>Fine and Performing Arts</b>	1
<b>Foreign Language</b>	1
<b>Mathematics</b>	3
<b>Science</b>	3
<b>Social Science</b>	6
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	19



## 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 Chart, which comes from the work of Jennifer Gonzalez. These Learning Walks occur every month. 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 specifically focuses on improving engagement using our newly developed daily schedule that has five days of a weekly advisory schedule. We continue to use and refer to the UDL framework around engagement and observing each other teach. Departments meet twice monthly and have developed Professional Development plans to align their practices and goals for the department. Some of the work includes vertical alignment and the development of common assessments and rubrics. This collaboration rotation allows teachers to share their best engagement practices with students, yielding student outcomes. Engagement goals include agenda and objectives for every classroom, student talk protocols, visible talk, and learning in the school. We use two primary data sources to measure classroom participation progress 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, multiple interventions are happening two days a week. Lexia is a research-based reading intervention program that, when done with fidelity, will improve student reading skills. We are in year two of this program and hope to improve our reading data.

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 meetings, one of which constantly revisits 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. We engage in committee work and grade-level meetings every Friday 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 administrators visit classrooms using a walkthrough tool to capture discourse methods, routines, and strategies in the learning space. Coaches provide teachers with feedback about the teaching practices they observe. Observations and patterns are shared during site administration meetings to surface best practices. Staff can then address programmatic or curricular design that 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4