

# Encinal Junior/Senior High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

## 2023-24 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

## 2023-24 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</b>	<a href="https://www.alamedaunified.org">https://www.alamedaunified.org</a>

## 2023-24 School Description and Mission Statement

Encinal Junior/High School stands as a beacon of education on the shores of Alameda, committed to shaping compassionate, confident, and impactful individuals. Our vision extends beyond academics to encompass a community where every student feels supported, prepared, and empowered to make a difference.

At Encinal, community engagement isn't just a buzzword – it's our heartbeat. We're weaving stronger bonds with families and local organizations, fostering mentorship programs, and inviting alumni to guide and inspire current students. Our aim is to create an inclusive space where dialogue thrives and differences are celebrated.

The integration of the Junior Jet program with the high school experience is more than a mere educational overlap; it's a synergy. We're strengthening connections between grades, encouraging collaboration among teachers from 6th to 12th grade, and ensuring a seamless learning journey for every student.

Support at Encinal goes beyond textbooks and classrooms. We're committed to providing comprehensive aid, including mental

## 2023-24 School Description and Mission Statement

health resources, fostering an environment where understanding and empathy flourish among peers.

Stability amidst change is our cornerstone. Despite administrative shifts, we've built resilient structures, documented successful practices, and cultivated collaboration that persists through transitions.

Jets PRIDE isn't just a phrase; it's a way of life. We're making our values visible through tangible actions, celebrating the diverse achievements of our students, and reinforcing a positive and supportive environment for all.

Leadership isn't confined to titles; it's about empowerment. We're nurturing teacher leaders and students, inviting them into decision-making processes, and instilling a sense of responsibility and initiative throughout our community.

At Encinal, these efforts are more than aspirations; they're our commitment. We're sculpting individuals equipped not just for academic success but also for making a meaningful impact in their communities and the wider world.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	96
Grade 7	63
Grade 8	67
Grade 9	233
Grade 10	253
Grade 11	228
Grade 12	218
<b>Total Enrollment</b>	<b>1,158</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	49.8%
American Indian or Alaska Native	0.3%
Asian	23.2%
Black or African American	10.4%
Filipino	7.3%
Hispanic or Latino	19.8%
Native Hawaiian or Pacific Islander	1.7%
Two or More Races	10.7%
White	25.4%
English Learners	7.5%
Foster Youth	0.3%
Homeless	1%
Socioeconomically Disadvantaged	47.6%
Students with Disabilities	11.8%

### 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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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)	4.1	0.9
<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)	1.5	2.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
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	Yes	0

	(IBD) Units Grade 9-12 Curriculum is comprised of multiple novels, nonfiction text, and Inquiry by Design (IBD) units		
<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. Stats in your World (3rd) Savvas 2020 Adopted 5.9.2023	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. Chemistry in the Earth System HMH, 2020 Adopted 5.9.23	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 WW I Grades 9-12 Prentice Hall - World History, Magruder's Am. Gov't. Adopted in 2007 McDougal Littell - The Americans Grades 9-12 MW H: World 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: Western Civilization. Thomson Wadsworth (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.	Yes	0

	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.		
<b>Foreign Language</b>	Grades 6-12  Spanish 1-4: Houghton, Mifflin, Harcourt: Avancemos! (2018) French 1-3: Houghton, Mifflin, Harcourt: Bien Dit! (2018) French 4-5: Vista Higher Learning: AP Themes 1e (2017) Mandarin 1-4: Cheng & Tsui series (2011)	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

## 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**

8/10/2023

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 200 2nd floor boys restroom: Missing dispenser. Building 300 boys restroom: Restroom walls and floor need a deep clean Building 900 boys restroom: Ceiling needs to be cleaned; paper balls Gym boys restroom: mirrors need replacement. Lockers need repair.
<b>Electrical</b>	X			6108: An outlet is not working
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Gym boys restroom: mirrors need replacement. Lockers need repair.
<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 5104: Birch leaves pose as slip hazard.



## School Facility Conditions and Planned Improvements

6110: Walkways have gums that need to be scrapped off.  
GYM: Boys lockers need repairs or replacement

## 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).

#### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	65	63	65	63	47	46
<b>Mathematics</b> (grades 3-8 and 11)	39	40	53	54	33	34

## 2022-23 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>	447	424	94.85	5.15	63.12
<b>Female</b>	229	215	93.89	6.11	69.63
<b>Male</b>	214	206	96.26	3.74	56.31
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	94	90	95.74	4.26	78.89
<b>Black or African American</b>	47	44	93.62	6.38	27.27
<b>Filipino</b>	32	32	100.00	0.00	68.75
<b>Hispanic or Latino</b>	83	78	93.98	6.02	53.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	46	45	97.83	2.17	73.33
<b>White</b>	136	126	92.65	7.35	68.00
<b>English Learners</b>	24	24	100.00	0.00	12.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	196	184	93.88	6.12	47.28
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	43	89.58	10.42	26.19

## 2022-23 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>	446	419	93.95	6.05	39.62
<b>Female</b>	228	210	92.11	7.89	39.05
<b>Male</b>	214	206	96.26	3.74	40.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	94	91	96.81	3.19	50.55
<b>Black or African American</b>	47	42	89.36	10.64	14.29
<b>Filipino</b>	32	32	100.00	0.00	31.25
<b>Hispanic or Latino</b>	83	78	93.98	6.02	26.92
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	45	43	95.56	4.44	41.86
<b>White</b>	136	124	91.18	8.82	50.81
<b>English Learners</b>	24	24	100.00	0.00	8.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	195	181	92.82	7.18	23.20
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	41	85.42	14.58	9.76

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	36.61	43.60	50.32	51.49	29.47	30.29

## 2022-23 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>	494	462	93.52	6.48	43.60
<b>Female</b>	255	230	90.20	9.80	46.72
<b>Male</b>	235	229	97.45	2.55	40.61
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	122	115	94.26	5.74	47.83
<b>Black or African American</b>	51	46	90.20	9.80	15.22
<b>Filipino</b>	45	45	100.00	0.00	40.00
<b>Hispanic or Latino</b>	98	91	92.86	7.14	33.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	43	41	95.35	4.65	48.78
<b>White</b>	127	116	91.34	8.66	60.34
<b>English Learners</b>	26	26	100.00	0.00	3.85
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	194	178	91.75	8.25	25.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	61	57	93.44	6.56	7.02

## 2022-23 Career Technical Education Programs

### ENCINCAL HIGH SCHOOL - 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 (G)  
 Digital Film 2 (F)

#### Career Technical Education Pathway:

#### Industry Sector CTE Pathways

##### Marketing & Sales

Marketing 1

Marketing 2

##### Arts Media & Entertainment

Radio 1

Radio 2

##### Arts Media & Entertainment

Digital Film 1

Digital Film 2

#### AUSD CTE Advisory Council Title/Affiliation CTE Pathway:

Nicole Kidd, Chair Owner, NK Insights – 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

Jasmine Nagakawa-Wong, Program Manager, Faces for the Future - Allied Health

Vina Cera Co-Chair, Media Communications Department, Laney College - Arts Media & Entertainment

Damon Tighe Training Specialist, Bio-Rad Health Science

Lynne Moore-Kerr, Early Childhood Family Service, Alameda Family Services – Education

Annie Thatcher-Stephens - Trainer, Allied Health

Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment

Ying-Tsu Loh, Executive Director, BABEC - Health Science

Philip Monego, California Historic Radio Society - Arts Media & Entertainment

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	235
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	23.5
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.57
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	57.96

## 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.

## 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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%	98.4%	98.4%
Grade 9	53.8%	56.4%	55.6%	55.6%	56.0%

## 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.

## 2023-24 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community Based Organization and especially our school's Parent Teacher Association (PTA).

We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

- Volunteering as a Room Parent
- Field Trip Chaperones
- Noon Supervisors

All parent input in decision-making is welcome through the following committees at a school site:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

## 2023-24 Opportunities for Parental Involvement

Parent input at a district level can happen at, but not limited to:

- Equity Round Tables
- Alameda Mosaic
- Alcance/Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table
- District English Language Advisory Committee

### 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	4.7	2.1	1.4	4.2	1.9	1.5	9.4	7.8	8.2
<b>Graduation Rate</b>	92.7	95.8	97.7	89.9	94	94.8	83.6	87	86.2



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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
<b>All Students</b>	214	209	97.7
<b>Female</b>	109	107	98.2
<b>Male</b>	105	102	97.1
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	60	59	98.3
<b>Black or African American</b>	21	20	95.2
<b>Filipino</b>	21	21	100.0
<b>Hispanic or Latino</b>	42	41	97.6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	18	17	94.4
<b>White</b>	48	47	97.9
<b>English Learners</b>	27	27	100.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	116	114	98.3
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	24	22	91.7

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1211	1187	232	19.5
Female	597	584	125	21.4
Male	600	590	105	17.8
Non-Binary	14	13	2	15.4
American Indian or Alaska Native	3	3	3	100.0
Asian	279	273	22	8.1
Black or African American	130	128	39	30.5
Filipino	88	86	7	8.1
Hispanic or Latino	246	240	60	25.0
Native Hawaiian or Pacific Islander	20	20	7	35.0
Two or More Races	129	126	28	22.2
White	302	297	61	20.5
English Learners	107	101	25	24.8
Foster Youth	3	3	0	0.0
Homeless	15	15	8	53.3
Socioeconomically Disadvantaged	608	594	157	26.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	159	153	60	39.2

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.64	4.46	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.46	0
Female	2.35	0
Male	6.67	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.72	0
Black or African American	14.62	0
Filipino	3.41	0
Hispanic or Latino	2.85	0
Native Hawaiian or Pacific Islander	20	0
Two or More Races	3.1	0
White	4.3	0
English Learners	9.35	0
Foster Youth	0	0
Homeless	13.33	0
Socioeconomically Disadvantaged	6.58	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.69	0

## 2023-24 School Safety Plan

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed and yearly approved by School Site Council and the Board of Education. Each year the school sets goals for the school to continually improve in three areas: School Climate (students, parents, and programs), Emergency Preparedness (disasters and crisis), and School Environment (facilities and campus). The plan addresses various safety issues, including creating procedures that detect and prevent social-emotional barriers/challenges, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of student; Teachers, staff and administrators supervise students on campus from bell to bell. All Our school is a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must always wear the proper identification badge.

## 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.

## 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	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	28	4	14	2
Other	0	0	0	0

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	27	10	10	22
Mathematics	20	24	12	10
Science	31	1	12	17
Social Science	28	6	12	19

## 2022-23 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	304.74

## 2022-23 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)	3.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
School Site	\$17,998.01	\$7,386.89	\$10,611.11	\$85,557.74
District	N/A	N/A	\$10,197.69	\$88,710
Percent Difference - School Site and District	N/A	N/A	4.0	-3.6
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	33.0	-2.1

## Fiscal Year 2022-23 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	\$60,160	\$54,190
<b>Mid-Range Teacher Salary</b>	\$84,356	\$85,111
<b>Highest Teacher Salary</b>	\$110,139	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$140,806	\$132,492
<b>Average Principal Salary (Middle)</b>	\$150,601	\$140,987
<b>Average Principal Salary (High)</b>	\$149,703	\$153,884
<b>Superintendent Salary</b>	\$250,000	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	32.69%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	6.4%	5.25%

## 2022-23 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>	43.9
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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>	3
<b>English</b>	4
<b>Fine and Performing Arts</b>	3
<b>Foreign Language</b>	1
<b>Mathematics</b>	3
<b>Science</b>	2
<b>Social Science</b>	10
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	26

## Professional Development

At Encinal, our commitment to continuous adult learning and professional development stands at the core of our educational ethos. With four monthly collaborative meetings, we've constructed a robust framework that supports various professional initiatives and focuses on student-centric work. Our structured cycle involves dedicated sessions, including Data meetings to steer instructional strategies, grade-level focal student meetings designed akin to mini Collaborative On-Site Technology (COST) sessions, and two gatherings devoted to our ongoing initiatives.

Our current schoolwide endeavors—Grading for Equity, Constructing Meaning, AVID, and Project Based Learning—are approached through a deliberate two-month cycle. This method allows us to delve deeply into one initiative at a time before seamlessly transitioning to the next. Our cyclical schedule ensures that we revisit and reinforce these initiatives throughout the year, fostering comprehensive growth and implementation.

Specifically, our site departments are directing their efforts towards enhancing engagement and rigor. Leveraging a newly devised daily schedule that integrates five weekly advisory sessions, departments convene twice a month. Each department boasts tailored Professional Development plans, addressing specific problem areas identified as priorities. Departmental leads have collaborated to align practices and set unified goals, fostering vertical alignment and devising common assessments and rubrics. This collaborative rotation empowers teachers to share and implement best engagement practices, yielding tangible improvements in student outcomes.

The pursuit of engagement goals is structured around clear agendas and objectives in every classroom, established student talk protocols, visible talk routines, and an immersive learning environment within the school. Our data-driven approach relies on primary sources such as classroom participation metrics and grade data, meticulously disaggregated by individual teachers and departments. This data fuels our cycle of inquiry, reflection, and targeted action, enabling us to tailor interventions and support for students based on their performance.

Identifying a pressing need to bolster overall reading skills, the administration has initiated interventions twice a week. Utilizing the research-backed Lexia reading intervention program, we aim to markedly enhance student reading proficiency, building upon the groundwork laid in the previous year.

Our focus on African American students' needs and their academic outcomes remains a steadfast priority in our focal student work. Grounded in data, we continuously challenge ourselves regarding equity stances, driving our collective learning and growth. This year, our efforts revolve around defining our equity stance as departments and navigating the challenges that



## Professional Development

hinder progress. Already, this work has led to improvements in addressing chronic absenteeism, and we are committed to furthering these advancements by the year's end.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4