

# Encinal Junior/Senior High School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 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>Grade Span</b>	6-12
<b>County-District-School (CDS) Code</b>	01611190132142

## 2024-25 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>

## 2024-25 School Description and Mission Statement

Encinal graduates are resilient, skilled, and knowledgeable citizens, equipped to confidently navigate life's challenges and pursue their unique aspirations. They possess not only the academic foundation but also the emotional intelligence, critical thinking, and problem-solving abilities necessary to adapt and thrive in an ever-evolving global landscape. Our graduates leave with a deep sense of civic responsibility, prepared to contribute meaningfully to their communities, engage thoughtfully with the world around them, and continue learning throughout their lives.

Mission:

## 2024-25 School Description and Mission Statement

Our mission is to provide an articulated and comprehensive 6-12 program that offers students a broad spectrum of opportunities, combining academic excellence, career technical education (CTE), and real-world work experience. Our program is designed to meet the diverse needs of our student body by offering engaging and rigorous curricula that challenge learners to think critically, collaborate, and innovate. We are firmly committed to ensuring that all students, regardless of their background or circumstances, have equitable access to high-quality education that allows them to discover and develop their talents, interests, and passions.

Central to our mission is the belief that education should not only prepare students for success in college and the workforce but also empower them to become engaged and responsible citizens. By fostering a sense of community and belonging, we help students build resilience, self-advocacy, and confidence in their abilities to overcome obstacles. Our program provides pathways for every learner to excel, from preparing for college admissions and career readiness to encouraging active participation in civic life. We are dedicated to nurturing well-rounded individuals who are equipped with the skills and mindset necessary to thrive in a rapidly changing and increasingly interconnected world.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	128
Grade 7	95
Grade 8	64
Grade 9	235
Grade 10	230
Grade 11	246
Grade 12	220
<b>Total Enrollment</b>	<b>1,218</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	50.2
Non-Binary	1.5
American Indian or Alaska Native	0.2
Asian	21.6
Black or African American	10.9
Filipino	6.2
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	1.3
Two or More Races	11.6
White	26.1
English Learners	6.3
Foster Youth	0.1
Homeless	1.9
Socioeconomically Disadvantaged	48.7
Students with Disabilities	11.2

### 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/Incomplete/NA</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/Incomplete/NA</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.

## 2022-23 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>	41.50	80.49	398.80	82.08	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.10	2.17	8.20	1.69	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	2.72	29.80	6.14	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.20	2.39	15.50	3.20	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	6.20	12.20	33.40	6.89	14303.80	5.15
<b>Total Teaching Positions</b>	51.50	100.00	485.80	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.70	0.4
<b>Misassignments</b>	2.50	0.60	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	2.50	1.40	1.4

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.90	0.5
<b>Local Assignment Options</b>	0.80	0.60	0.7
<b>Total Out-of-Field Teachers</b>	1.80	1.60	1.2

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.10	0.9	3
<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	2.4	3.9

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

## 2024-25 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
<b>Reading/Language Arts</b>	<p>Grades 6-8 Prentice Hall, 2002</p> <p>Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions) and Inquiry by Design</p> <p>(IBD) Units Grade 9-12 Curriculum is comprised of multiple novels, nonfiction text, and Inquiry by Design (IBD) units</p>	Yes	0
<b>Mathematics</b>	<p>Carnegie Learning, Inc., 2022 Adopted 6.14.2022, Implemented Fall 2022</p> <p>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</p>	Yes	0
<b>Science</b>	<p>Grades 6-8 Prentice Hall Earth Science, Physical Science, Life Science Adopted in 2008</p> <p>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.</p>	Yes	0

	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		
<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. 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. 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.	Yes	0
<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

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

## 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**

10/1/2024



## School Facility Conditions and Planned Improvements

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			Gym boys restroom: mirrors need replacement. Lockers need repair.
<b>Electrical</b>	X			2107: Two lights are out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			9113: Toilet is loose. Admin Office: Staff restroom toilet leaking water. Building 200 2nd floor boys restroom: Soap dispenser need to be replaced. Building 900 boys restroom: Soap dispenser need to be replaced. Building 300 girls restroom: 3rd stall door needs repaired. Gym boys restroom: mirrors need replacement. Lockers need repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			2101: Exterior door ceiling has leak marks 3108: Ceiling has a roof leak.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			9201: Door needs to be repaired. GYM: Boys lockers need repairs or replacement by coach's office.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	63	61	63	64	46	47
<b>Mathematics</b> (grades 3-8 and 11)	40	35	54	54	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	523	495	94.65	5.35	60.81
Female	236	219	92.80	7.20	68.49
Male	278	268	96.40	3.60	54.48
American Indian or Alaska Native	--	--	--	--	--
Asian	102	100	98.04	1.96	74.00
Black or African American	60	52	86.67	13.33	40.38
Filipino	26	26	100.00	0.00	46.15
Hispanic or Latino	103	98	95.15	4.85	46.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	65	95.59	4.41	61.54
White	154	144	93.51	6.49	72.22
English Learners	34	32	94.12	5.88	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	12	11	91.67	8.33	54.55
Socioeconomically Disadvantaged	245	228	93.06	6.94	44.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	39	73.58	26.42	20.51

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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>	524	496	94.66	5.34	34.88
<b>Female</b>	237	220	92.83	7.17	34.09
<b>Male</b>	278	268	96.40	3.60	36.19
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	103	101	98.06	1.94	53.47
<b>Black or African American</b>	60	53	88.33	11.67	11.32
<b>Filipino</b>	26	26	100.00	0.00	15.38
<b>Hispanic or Latino</b>	103	97	94.17	5.83	17.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	68	65	95.59	4.41	41.54
<b>White</b>	154	144	93.51	6.49	43.75
<b>English Learners</b>	34	30	88.24	11.76	3.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	12	11	91.67	8.33	36.36
<b>Socioeconomically Disadvantaged</b>	245	227	92.65	7.35	16.74
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	54	39	72.22	27.78	7.69

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	43.60	43.60	51.49	53.22	30.29	30.73

## 2023-24 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>	507	484	95.46	4.54	43.60
<b>Female</b>	233	218	93.56	6.44	46.79
<b>Male</b>	267	260	97.38	2.62	41.54
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	115	113	98.26	1.74	50.44
<b>Black or African American</b>	57	53	92.98	7.02	20.75
<b>Filipino</b>	35	35	100.00	0.00	34.29
<b>Hispanic or Latino</b>	100	96	96.00	4.00	37.50
<b>Native Hawaiian or Pacific Islander</b>	12	12	100.00	0.00	33.33
<b>Two or More Races</b>	58	57	98.28	1.72	45.61
<b>White</b>	129	117	90.70	9.30	55.56
<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>	234	220	94.02	5.98	28.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	51	85.00	15.00	11.76

## 2023-24 Career Technical Education Programs

ENCINAL 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 (F)

Digital Film 2 (F)

Career Technical Education Pathway:

Industry Sector CTE Pathways

Marketing & Sales

Marketing 1

Marketing 2

Arts Media & Entertainment

## 2023-24 Career Technical Education Programs

Radio 1  
Radio 2

Arts Media & Entertainment  
Digital Film 1  
Digital Film 2

AUSD CTE Advisory Council Title/Affiliation CTE Pathway:

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Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment  
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## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	277
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.9
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.57
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	68.42

## 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.

#### 2023-24 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 requires only participation results 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	100.0%	100.0%	73.3%	100.0%	100.0%
Grade 9	98.3%	98.7%	79.0%	79.4%	79.4%

## 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.

#### 2024-25 Opportunities for Parental Involvement

The community school model is a collaborative, holistic approach to education that integrates academic, social, and health services to support students, families, and the broader community. It transforms schools into community hubs, addressing not only academic needs but also social, emotional, and physical well-being, thereby fostering a supportive environment that contributes to the success of the entire student body.

Here are some key features of the community school model:

##### 1. Integrated Student Supports

Community schools often provide wraparound services such as health care (including mental health), after-school programs, and family services. This includes things like a wellness center, pantry programs, and Student-Based Health Centers that are available to learners and families within the school, aligning with your development efforts.

##### 2. Family and Community Engagement

Engaging families and the local community is central to the community school model. Schools often create partnerships with local businesses, non-profits, and service organizations to offer a wider array of support and enrichment activities. It encourages strong parent participation and the formation of committees like PTSA, ELAC, and SSC, areas where you've already seen progress.

##### 3. Expanded Learning Time and Opportunities

This model extends learning beyond the traditional school day. Schools may offer tutoring, mentoring, arts, sports, and other extracurricular programs to keep learners engaged. It's an effective strategy to meet the needs of scholars who may require more instructional support post-pandemic, especially as you have noted a rise in instructional needs in your setting.

##### 4. Collaborative Leadership and Practice

A community school relies on shared leadership among school staff, parents, students, and community partners. This collaborative effort ensures that decisions made at the school level reflect the needs of the community and promote equity, aligning with your work in Constructing Meaning and Grading for Equity.

##### 5. Emphasis on Equity

A strong focus on equity underpins the community school model. It aims to provide resources and support to students and families who face systemic barriers. Your initiative to improve the D/F rate for African American students and overall student engagement aligns well with this approach.

Benefits:



## 2024-25 Opportunities for Parental Involvement

Academic success: By addressing out-of-school factors affecting learning, students perform better academically.

Health and wellness: On-site health and wellness services keep students healthy, which improves attendance and engagement.

Stronger family and community ties: The focus on collaboration strengthens the school's role as a central figure in the community, promoting unity and shared responsibility for students' success.

As we implement the community school model at EJSH, especially with the wellness center and other resources you're developing, could further enhance the holistic support you're providing, leading to increased student success and community involvement.

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	2.1	1.4	3.3	1.9	1.5	7.3	7.8	8.2	8.9
<b>Graduation Rate</b>	95.8	97.7	96.7	94.0	94.8	91.3	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	207	96.7
<b>Female</b>	108	103	95.4
<b>Male</b>	103	101	98.1
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	52	51	98.1
<b>Black or African American</b>	25	24	96.0
<b>Filipino</b>	20	20	100.0
<b>Hispanic or Latino</b>	45	44	97.8
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	17	16	94.1
<b>White</b>	49	46	93.9
<b>English Learners</b>	17	17	100.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	127	121	95.3
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	34	31	91.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1284	1254	219	17.5
Female	615	598	118	19.7
Male	647	634	93	14.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	274	267	23	8.6
Black or African American	140	137	31	22.6
Filipino	81	77	8	10.4
Hispanic or Latino	269	263	55	20.9
Native Hawaiian or Pacific Islander	17	17	7	41.2
Two or More Races	146	143	32	22.4
White	331	325	57	17.5
English Learners	92	86	18	20.9
Foster Youth	--	--	--	--
Homeless	26	24	14	58.3
Socioeconomically Disadvantaged	665	650	156	24.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	154	150	51	34.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.64	4.46	6	1.76	2.71	2.42	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.00	0.00
Female	5.69	0.00
Male	6.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.55	0.00
Black or African American	11.43	0.00
Filipino	2.47	0.00
Hispanic or Latino	9.67	0.00
Native Hawaiian or Pacific Islander	17.65	0.00
Two or More Races	6.85	0.00
White	3.32	0.00
English Learners	16.30	0.00
Foster Youth	0.00	0.00
Homeless	19.23	0.00
Socioeconomically Disadvantaged	9.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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),

## 2024-25 School Safety Plan

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.

### 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
6	28	4	14	2

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	28	6	21	3

## 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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	9	18	14
Mathematics	20	9	23	6
Science	31	0	17	12
Social Science	29	7	38	6

## 2023-24 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>	320.53

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	3.8
<b>Library Media Teacher (Librarian)</b>	
<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>	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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>	\$18,412.92	\$7,479.45	\$10,933.47	\$91,947.72
<b>District</b>	N/A	N/A	\$10,628.33	\$93,934
<b>Percent Difference - School Site and District</b>	N/A	N/A	2.8	-2.1
<b>State</b>	N/A	N/A	\$10,771	\$94,694
<b>Percent Difference - School Site and State</b>	N/A	N/A	1.5	-2.9

## Fiscal Year 2023-24 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:

## Fiscal Year 2023-24 Types of Services Funded

- 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$63,770	\$58,855
<b>Mid-Range Teacher Salary</b>	\$89,417	\$92,519
<b>Highest Teacher Salary</b>	\$116,748	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$136,238	\$142,791
<b>Average Principal Salary (Middle)</b>	\$164,600	\$151,078
<b>Average Principal Salary (High)</b>	\$163,726	\$167,094
<b>Superintendent Salary</b>	\$293,891	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	31.08	30.99
<b>Percent of Budget for Administrative Salaries</b>	6.39	5.37



## 2023-24 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>	26
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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>	2
<b>English</b>	5
<b>Fine and Performing Arts</b>	2
<b>Foreign Language</b>	0
<b>Mathematics</b>	1
<b>Science</b>	4
<b>Social Science</b>	11
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	25

## Professional Development

At Encinal, our unwavering dedication to continuous adult learning and professional development is the backbone of our school's success. Through a highly structured Professional Learning Community (PLC) model, we have established a rigorous framework with four monthly collaborative meetings, purposefully designed to enhance professional growth while prioritizing student achievement. These meetings are focused and strategic, incorporating Data Sessions that directly inform instructional decisions, grade-level Focal Student Meetings that operate like intensive COST sessions, and dedicated time to advance key schoolwide initiatives.

Our schoolwide focus on Grading for Equity, Constructing Meaning, AVID, and Project-Based Learning is approached through a deliberate and rigorous two-month cycle, allowing us to concentrate deeply on one initiative at a time. This methodical rotation ensures that each initiative is fully embedded into our teaching practices before seamlessly moving to the next, with regular revisits throughout the year to strengthen and sustain the implementation.

Our departments play a critical role in driving student engagement and rigor, working within a newly optimized daily schedule that incorporates five weekly advisory sessions. Departmental Professional Development (PD) is laser-focused on solving specific, data-informed challenges, and departments meet twice a month to collaborate, align, and refine their strategies. Through this collaboration, we have achieved vertical alignment of practices, the development of common assessments, and the creation of shared rubrics across grades and subject areas. This deliberate focus on shared best practices is already producing measurable improvements in student outcomes.

Engagement goals are clear and non-negotiable: every classroom follows defined agendas and objectives, established student talk protocols, visible and consistent talk routines, and immersive, high-expectation learning environments. Our data-driven model relies heavily on metrics like participation and grade data, broken down by teacher and department, to fuel an ongoing cycle of inquiry, reflection, and targeted action. We hold ourselves accountable for creating interventions and providing support where it's needed most, using this data to ensure that every student has the opportunity to succeed.

Recognizing a critical need to strengthen reading skills across our student body, we have initiated focused reading interventions twice a week, supported by the Lexia reading program. This targeted, research-based intervention is designed to build on the progress made last year and make a measurable impact on student reading proficiency.

Finally, our commitment to equity, particularly in serving the needs of our African American students, remains a driving force in

## Professional Development

our focal student work. We continuously challenge ourselves to critically evaluate and refine our equity stance as a collective, department by department, confronting the barriers that impede progress. Our efforts have already resulted in meaningful improvements, particularly in reducing chronic absenteeism, and we are determined to continue making significant strides in equity and academic outcomes by the end of the year.

This PLC-driven model is more than just a structure—it's a force for sustained professional growth and student success, driving our entire community toward excellence.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4