

Encinal Junior/Senior High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Encinal Junior/Senior High School
Street	210 Central Avenue
City, State, Zip	Alameda, CA, 94501-3246
Phone Number	(510) 748-4023
Principal	Kirstin Snyder
Email Address	ksnyder@alamedaunified.org
School Website	https://encinal.alamedaunified.org/
Grade Span	6-12
County-District-School (CDS) Code	01611190132142

2025-26 District Contact Information

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

2025-26 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:

Our mission is to provide an articulated and comprehensive 6-12 program that offers students a broad spectrum of

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	128
Grade 7	127
Grade 8	98
Grade 9	247
Grade 10	233
Grade 11	217
Grade 12	230
Total Enrollment	1,280

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	50.5
Non-Binary	1.2
American Indian or Alaska Native	0.5
Asian	20.8
Black or African American	10.8
Filipino	6.1
Hispanic or Latino	19.5
Native Hawaiian or Pacific Islander	0.9
Two or More Races	12.1
White	27.1
English Learners	6.3
Foster Youth	0.3
Homeless	1.3
Socioeconomically Disadvantaged	48
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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.6	90.03	432.2	83.39	234405.2	84
Intern Credential Holders Properly Assigned	0.6	1.27	9.9	1.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	2.76	37.1	7.17	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	3.09	12.8	2.48	11953.1	4.28
Unknown/Incomplete/NA	1.4	2.82	26	5.03	15831.9	5.67
Total Teaching Positions	51.8	100	518.4	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.5	80.49	398.8	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	1.1	2.17	8.2	1.69	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	2.72	29.8	6.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	2.39	15.5	3.2	11746.9	4.23
Unknown/Incomplete/NA	6.2	12.2	33.4	6.89	14303.8	5.15
Total Teaching Positions	51.5	100	485.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.7	77.33	385.6	77.72	230039.4	100
Intern Credential Holders Properly Assigned	1.2	2.45	10	2.03	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.2	10.29	55.6	11.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.04	9.3	1.88	12112.8	4.34
Unknown/Incomplete/NA	4	7.82	35.5	7.16	13705.8	4.91
Total Teaching Positions	51.4	100	496.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.70	0.4	1
Misassignments	0.60	1	4.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.40	1.4	5.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.5	0.8
Local Assignment Options	0.60	0.7	0.2
Total Out-of-Field Teachers	1.60	1.2	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.9	3	8.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.4	3.9	7.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<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>	0
Mathematics	<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>	0
Science	<p>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).</p>	0

	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	
History-Social Science	Grades 6-8 Glencoe-McGraw Hill (2006) Discovering Our Past (CA Editions): Ancient Civilizations, Medieval and Early Modern Times, The American Journey to W W I Grades 9-12 Prentice Hall - World History, Magruder's Am. 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.	0
Foreign Language	Grades 6-12 Spanish 1-4: Houghton, Mifflin, Harcourt: Avancemos! (2018) French 1-3: Houghton, Mifflin, Harcourt: Bien Dit! (2018) French 4-5: Vista Higher Learning: AP Themes 1e (2017) Mandarin 1-4: Cheng & Tsui series (2011)	0
Health	Health standards guide our programming.	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	0
Science Laboratory Equipment (grades 9-12)	N/A	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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

10/31/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		1105: 4 - table top is loose. WO16012 1108: 4 - stained ceiling tiles. WO15998 132 Storage Rm: 4 - missing ceiling tiles. WO15998 2109: 4 - stained ceiling tiles WO15998 5102: 4 - stained ceiling tiles WO15998 5103: 4 - stained ceiling tiles WO15998 5104: 4 - stained ceiling tile WO15998. 7 - lights are out. WO16001 6101: 4 - missing ceiling tile WO15998 6111D: 4 - paint chipping from door WO16003 6111E: 4 - paint chipping from door WO16003 7104A Custodial Office: 4 - stained ceiling tile WO15998 7107 Weight Rm: 4 - missing ceiling tile WO15998, hole in wall WO16000 7108 B - Band Storage Room: 4 - missing ceiling tiles WO15998 7108 Director's Office: 4 - missing floor tile WO15999 9102: 4 - stained ceiling tile WO15998. 10 - fire sprinklers have tape WO16004 Baseball Storage Rm: 4 - hole in wall WO16000. 10/15 - compromised fire door WO16009 Bldg 200 first floor hallway: 4 - stained ceiling tiles WO15998 Football Locker Rm Storage: 4 - stained ceiling tile WO15998 GB003: 4 - missing ceiling tile WO15998 Girls Locker Rm: 4 - missing ceiling tile. WO15998 M104: 4 - stained ceiling tile WO15998 Staff RR 2207: 4 - stained ceiling tile WO15998 Staff RR: 4 - missing ceiling tiles WO15998
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			1102: 7 - lights are out WO16001 5104: 4 - stained ceiling tile WO15998. 7 - lights are out. WO16001 6111: 7 - light out WO16001 6111C: 7 - lights are out WO16001 7105 Kitchen: 7 - two lights out WO16001 S105 Gender Neutral RR: 7 - lights are out WO16001
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			5102 A: 9 - faucet drips WO16011 7103 Gender Neutral RR: 9 - sink is loose WO16002 9103: 9 - two faucets have low pressure WO16005 9105: 9 - faucet has low pressure WO16005 9110 Girls RR: 9 - sinks are loose WO16002 9111 Boys RR: 9 - sink is loose WO16002. Faucets 4 and 5 run constantly. WO16006 Women's Gym RR: 8 - first toilet loose, second toilet does not flush WO16010

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		3111: 10 - chair blocking exit --email sent to administrator 9102: 4 - stained ceiling tile WO15998. 10 - fire spinklers have tape WO16004 Baseball Storage Rm: 4 - hole in wall WO16000. 10/15 - compromised fire door WO16009
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		9204: 15 - door missing blinds WO16007 9205: 15 - door missing blinds WO16007 Baseball Storage Rm: 4 - hole in wall WO16000. 10/15 - compromised fire door WO16009 Boys Locker Rm RR: Boys Locker Rm: 15 - panic bar end cap loose WO16008

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	55	64	65	47	48
Mathematics (grades 3-8 and 11)	35	41	54	57	35	37

2024-25 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	577	556	96.36	3.64	54.79
Female	294	283	96.26	3.74	58.21
Male	277	267	96.39	3.61	50.19
American Indian or Alaska Native	--	--	--	--	--
Asian	124	120	96.77	3.23	69.17
Black or African American	68	61	89.71	10.29	30.00
Filipino	36	36	100.00	0.00	69.44
Hispanic or Latino	115	110	95.65	4.35	37.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	82	78	95.12	4.88	57.69
White	146	145	99.32	0.68	62.76
English Learners	25	24	96.00	4.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	187	174	93.05	6.95	40.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	46	92.00	8.00	22.22

2024-25 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
All Students	577	553	95.84	4.16	41.12
Female	294	279	94.90	5.10	42.45
Male	277	268	96.75	3.25	39.93
American Indian or Alaska Native	--	--	--	--	--
Asian	124	120	96.77	3.23	57.50
Black or African American	68	61	89.71	10.29	14.75
Filipino	36	35	97.22	2.78	40.00
Hispanic or Latino	115	111	96.52	3.48	20.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	82	77	93.90	6.10	45.45
White	146	143	97.95	2.05	53.15
English Learners	25	24	96.00	4.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	187	171	91.44	8.56	24.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	46	92.00	8.00	17.39

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	43.6	43.43	53.22	54.86	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	526	513	97.53	2.47	41.52
Female	254	247	97.24	2.76	44.13
Male	267	261	97.75	2.25	38.70
American Indian or Alaska Native	--	--	--	--	--
Asian	124	123	99.19	0.81	51.22
Black or African American	56	55	98.21	1.79	14.55
Filipino	37	37	100.00	0.00	45.95
Hispanic or Latino	102	99	97.06	2.94	31.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	71	69	97.18	2.82	42.03
White	124	118	95.16	4.84	52.54
English Learners	20	20	100.00	0.00	5.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	161	159	98.76	1.24	25.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	43	86.00	14.00	18.60

2024-25 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

Radio 1

2024-25 Career Technical Education Programs

Radio 2

Arts Media & Entertainment

Digital Film 1

Digital Film 2

CTE Industry Advisory Members:

Nicole Kidd, Chair Owner, NK Insights – Marketing

Madlen Saddik Exec. Director, Alameda Chamber of Commerce - All sectors

Maggie Aytac , Software Engineer, Pandora – ICT

Jennifer Pedilla Development Specialist, City of Alameda - All sectors

Daniel Gerard, EMT Education Coordinator, Alameda Fire Dept - Allied Health

Damon Tighe Training Specialist, Bio-Rad Health Science

Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	255
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.6

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.68
Graduates Who Completed All Courses Required for UC/CSU Admission	65.49

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.

2024-25 California Physical Fitness Test Participation Rates

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	97.7%	46.9%	46.9%	46.9%	99.2%

C. Engagement

State Priority: Parental Involvement

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

2025-26 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 school that provides 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.

2. Family and Community Engagement

Engaging families and the local community is central to the community school model. Schools we work to create partnerships with local businesses, non-profits, and service organizations to offer a wider array of support and enrichment activities. This encourages strong parent participation and the formation of committees like PTSA, ELAC, and SSC, areas where you've already seen progress. We are working on creating and maintaining affinity spaces in which experience and identity is the focus for families to engage.

3. Expanded Learning Time and Opportunities

This model extends learning beyond the traditional school day. Encinal offers tutoring, mentoring, arts, sports, and other extracurricular programs to keep learners engaged. This is an effective strategy to meet the needs of scholars who may require more instructional support, and especially for those we have noted in our School Site Plan.

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 our work in Constructing Meaning and Grading for Equity, and Family Engagement.

5. Emphasis on Equity

A strong focus on equity guides our community school model. It aims to provide resources and support to students and families who face systemic barriers. School Goals to improve the D/F rate for African American students and LTELs so overall student engagement improves and post secondary options are abundant.

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

2025-26 Opportunities for Parental Involvement

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 we are enhancing a holistic growth, which is 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.4	3.3	0.4	1.5	7.3	1.1	8.2	8.9	8
Graduation Rate	97.7	96.7	99.1	94.8	91.3	93.8	86.2	86.4	87.5

2024-25 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	224	222	99.1
Female	101	100	99.0
Male	121	120	99.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	51	51	100.0
Black or African American	25	25	100.0
Filipino	14	14	100.0
Hispanic or Latino	44	44	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	27	27	100.0
White	55	53	96.4
English Learners	33	33	100.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	137	136	99.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	23	22	95.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1358	1322	180	13.6
Female	662	643	85	13.2
Male	681	665	92	13.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	279	276	25	9.1
Black or African American	161	156	37	23.7
Filipino	79	78	2	2.6
Hispanic or Latino	271	261	41	15.7
Native Hawaiian or Pacific Islander	12	12	3	25.0
Two or More Races	161	156	25	16.0
White	360	348	43	12.4
English Learners	105	91	17	18.7
Foster Youth	--	--	--	--
Homeless	22	19	6	31.6
Socioeconomically Disadvantaged	683	663	113	17.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	157	152	38	25.0

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.46	6	4.2	2.71	2.42	2.57	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.20	0.00
Female	3.63	0.00
Male	4.70	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.79	0.00
Black or African American	11.18	0.00
Filipino	2.53	0.00
Hispanic or Latino	3.69	0.00
Native Hawaiian or Pacific Islander	8.33	0.00
Two or More Races	4.97	0.00
White	2.50	0.00
English Learners	5.71	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	6.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.46	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.

2025-26 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. 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.

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

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
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	6	21	3
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	27	7	23	3

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	22	18	17	16
Mathematics	21	17	20	10
Science	30	2	15	15
Social Science	20	25	15	11

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	31	17	10	25
Mathematics	28	13	16	16
Science	29	3	15	17
Social Science	20	25	20	9

2024-25 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	338.33

2024-25 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
Counselor (Academic, Social/Behavioral or Career Development)	4.8
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	4.8
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$20,314.16	\$8,837.02	\$11,477.13	\$98,231.38
District	N/A	N/A	\$11,200.53	\$100,848
Percent Difference - School Site and District	N/A	N/A	2.4	4.5
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	6.3	3.7

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$68,272	\$62,145
Mid-Range Teacher Salary	\$95,730	\$97,088
Highest Teacher Salary	\$124,990	\$120,436
Average Principal Salary (Elementary)	\$163,400	\$151,343
Average Principal Salary (Middle)	\$176,220	\$159,514
Average Principal Salary (High)	\$179,091	\$177,261
Superintendent Salary	\$313,771	\$294,805
Percent of Budget for Teacher Salaries	32.46%	29.95%
Percent of Budget for Administrative Salaries	6.67%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	38.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	3
English	5
Fine and Performing Arts	4
Foreign Language	2
Mathematics	2
Science	4
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	32

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 and LTELs (Long Term English Learners), remains a driving force in 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40