



ENCINAL HIGH SCHOOL

210 Central Ave, Alameda, CA 94501 • (510) 748-4023

Mike Cooper, Acting Principal

School Accountability Report Card

Principal's Message

Welcome to Encinal High School, Home of the Jets. At Encinal High we are committed to providing a full range of academic, social and creative opportunities to help our students meet the challenges of life beyond high school. The Encinal community is a nurturing family in which, for over 50 years, people have been proud to call themselves Encinal Jets.

Our nationally recognized Advanced Placement and other academic programs have been instrumental in helping Encinal High students gain acceptance to many top universities. The Encinal Jet Music program has won numerous competitions for our Marching Band, Jazz Band and Flag Team. Athletic teams at Encinal High School have a tradition of success and our Art and Drama programs are a source of pride for the entire community.

Encinal High is a diverse, friendly and caring school community where student achievement is expected and creativity, kindness and humanity are valued. Take a close look at our SARC report because we are proud of our school. If you are interested in sending your child to Encinal High School please schedule a visit soon.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Encinal High at 510-748-4023.

School Profile

Encinal High is one of two comprehensive high schools in the Alameda City Unified. Curriculum is focused on California state standards. The school supports cultural awareness on a daily basis through its diverse literature selections.

During the 2006-07 school year, 1,118 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule.

Parent Involvement

Encinal High greatly benefits from its supportive parents who volunteer, fundraise, assist in many areas such as athletics, music and drama. Parents are also welcome to join any and all organizations including PTA, School Site Council and booster clubs. The school also benefits from several community partnerships, including 21st Century.

Discipline & Climate for Learning

Students at Encinal High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs include: Key Club, California Scholarship Federation, French/Travel Club, National Honor Society, Red Cross and a variety of ethnic clubs. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
9th	276	281	313
10th	346	265	292
11th	299	292	270
12th	259	280	271

Athletic programs include: badminton, basketball, soccer, softball, swimming, tennis, volleyball, golf, track/field and water polo. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies for such merits as Student of the Month and attaining an "Academic E."

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	23.7%
American Indian	0.7%
Asian	21.8%
Caucasian	19.1%
Filipino	15.4%
Hispanic	15.1%
Pacific Islander	2.1%
Multiple or No Response	2.1%

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	155	93	199	884	936	1348
Suspension Rate	13.14%	8.32%	17.36%	8.47%	9.17%	13.16%
Expulsions	2	7	1	15	22	13
Expulsion Rate	0.17%	0.63%	0.09%	0.14%	0.22%	0.13%

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	24	24	24	24	22	22	11	19	11	13	9	15
Mathematics	22	24	25	25	21	17	9	12	10	9	8	11
Science	29	28	30	6	7	3	12	20	14	15	7	14
Social Science	28	27	29	7	7	5	10	15	11	16	9	14

Counseling & Support Staff

It is the goal of Encinal High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. **The counselor-to-pupil ratio is 1:350.** The table lists the support service personnel available at Encinal High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1
Librarian/library media teacher	1	1.00

Safe School Plan

Safety of students and staff is a primary concern of Encinal High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated October, 2006 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held once a year.

Students are supervised before and after school by a vice principal, and classified staff and vice principal supervise students during lunch. There is a designated area for student drop off and pick up. All visitors check in the office.

School Facilities

Encinal High was originally constructed in 1950 and is comprised of 55 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 2 computer labs, and 1 playing field.

Cleaning Process: The principal works daily with the custodial staff of 7 (6 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2007/8 school year the district allocated \$445,172 for deferred maintenance program. This represents .5% of the district's general fund budget. During the 2005 school year, the district's governing board did approve deferred maintenance projects for the school, which included Heating system upgrade.

School Facility Conditions				
Date of Last Inspection: 02/05/2007				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems			X	Office Admin - 200 wing, 300 wing, and 400 wing have HV coil replacements scheduled on Deferred Maintenance. Damage is due to vandalism on 10 year old equipment. Boys Locker Room - Locker Rooms and Gym are scheduled in 2008 to have new HV system. These improvements will address the poor ventilation and stale air problems. .
Windows/Doors/Gates/ Fences (Interior and Exterior)			X	200 Wing West - General condition of exterior steel doors is significantly improved. Several have been replaced since this inspection and many more are scheduled. Replacement is fiberglass due to resistance to airborne salts as a result of this sites proximity to the Bay. Boys Locker Room - Doors in the Gym complex were installed with removable and now missing mullions. The interior door sets are not capable of being locked because these mullions have been removed. Mullions are on order and will be welded in place permanently.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety			X	Boys Locker Room - Fire Hose cabinets have been vandalized: hoses removed, glass broken etc. Fire marshal ordered these to be repaired. MOF has issued work orders to have restored in summer 2008. .
Electrical (Interior and Exterior)	X			

School Facility Conditions

Date of Last Inspection: 02/05/2007

Overall Summary of School Facility Conditions: Fair

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Pest/Vermin Infestation			X	300 Wing East - Doors to the media center and other locations throughout the campus were deteriorated due to salt air as we replace these doors the mice problem has been mitigated. trapping and other means are still being used to further mitigate. conditions have significantly improved. No reported sightings in over two months.
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer			X	200 Wing West - 300 west-sewer back up due to broken line. Repaired 5/07/08 after inspection. The sewer line was rerouted and is fully functional 5/21/08.
Roofs (observed from the ground, inside/outside the building)	X			Gym - All Gym Roof leaks have been issued Work Orders to be repaired, Work on these roof started 5/6/08.
Playground/School Grounds	X			
Overall Cleanliness	X			

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past years. Topics for staff development during the 2006/07 school year included:

- Step up to Writing grades K-5
- Prentice Hall Language Arts trades 6-8
- Glencoe Social Science grades 6-8
- Math Collaboration grades 6-12
- Caring School Communities grades K-5
- Departmental Collaboration grades 9-12
- Academic Vocabulary grades 6-8
- Strategic Instruction Model grades 6-12

Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Encinal High had 50 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	47	53	51	546
Without Full Credentials	3	4	5	19
Working Outside Subject	10	2	1	38

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

Misassignments/Vacancies

	05-06	06-07	07-08
Misassignments of Teachers of English Learners	26	27	14
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	26	27	14
Vacant Teacher Positions	1	1	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.40%	2.60%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	96.30%	3.70%

Curriculum Development

All curriculum development in the Alameda City Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction/Assessment Coordinator, to align with the state standards, district goals, and the statewide assessment program. During the 2006/07, changes to the curriculum included:

- Adoption of new Social Studies program textbooks for Modern World History, AP European History, and US History.
- Adoption of new French program textbooks for French 4 and 5
- Adoption of new Holt Earth Sciences textbook for grade 9.

Dropout & Graduation Rates

Encinal High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation.

Graduation & Dropout Rates

	03-04	04-05	05-06
Dropout Rate	1.47%	1.86%	4.29%
Graduation Rate	95.10%	96.20%	89.80%



California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject								
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	46.4	59.4	49.0	53.9	66.1	51.1	48.3	59.7	48.6
Mathematics	42.6	54.7	45.2	44.9	63.0	46.8	40.6	59.1	49.9

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	51.7	28.8	19.5	59.4	26.7	13.9
Males	52.0	33.6	14.4	53.6	32.0	14.4
Females	51.4	24.6	23.9	64.5	22.0	13.5
African American	64.2	32.1	3.8	80.8	17.3	1.9
Asian	47.0	27.3	25.8	37.9	28.8	33.3
Filipino	47.6	28.6	23.8	53.5	39.5	7.0
Hispanic	58.8	26.5	14.7	70.6	26.5	2.9
Caucasian	41.1	30.4	28.6	61.8	23.6	14.5
English Learners	70.4	26.8	2.8	71.8	18.3	9.9
Socioeconomically Disadvantaged	61.9	28.6	9.5	66.1	21.8	12.1
Students with Disabilities	94.4	5.6	0	100.0	0	0

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: “*” means that the student group is not numerically significant.

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

	SAT I Test Results				
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
	School				
04-05	259	42.5%	451	483	0
05-06	280	59.6%	454	489	461
06-07	271	54.6%	456	493	453
	District				
04-05	838	0.53%	481	525	0
05-06	842	0.54%	483	528	490
06-07	872	0.54%	493	533	493
	State				
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

Completion of High School Graduation Requirements

	School	District	State
All Students	83.0%	82.1%	**
Socioeconomically Disadvantaged	68.4%	60.8%	**
African American	81.5%	88.6%	**
Asian	86.7%	92.7%	**
Filipino	95.5%	81.5%	**
Hispanic	61.4%	66.0%	**
Caucasian	89.8%	85.4%	**
English Learners	43.6%	60.9%	**
Students with Disabilities	*	61.0%	**

** Statewide data was not available at the time of publication.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science					
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students															
School	37	44	45	33	38	33	39	34	39	33	38	26	38	33	36
District	58	59	60	47	56	49	49	48	53	45	50	42	54	46	48
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
School	35	42	36	29	39	29	29	34	41	38	48	29	35	39	41
District	51	54	57	39	54	43	41	45	51	47	53	43	48	46	49
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
School	40	46	52	36	36	37	50	35	38	26	27	24	43	29	30
District	63	65	63	54	60	55	57	50	56	44	47	42	58	47	47
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Socioeconomically Disadvantaged															
School	27	35	38	28	25	23	34	29	28	29	34	22	42	29	27
District	40	44	47	32	34	32	33	32	35	34	36	29	41	34	32
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
African American															
School	20	24	21	28	17	19	26	27	25	18	24	16	24	19	24
District	28	32	32	28	29	26	26	29	31	19	27	21	24	18	29
State	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
Asian															
School	47	64	62	40	51	40	40	43	46	46	51	39	47	40	48
District	68	71	71	56	61	57	56	56	59	59	57	55	65	59	52
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54
Filipino															
School	50	53	43	33	48	37	36	33	42	20	38	24	36	33	30
District	51	53	50	40	55	43	42	39	47	22	43	22	40	35	40
State	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43
Hispanic															
School	21	39	35	20	23	26	50	22	19	33	23	14	43	31	21
District	39	39	38	28	37	24	41	31	30	37	26	18	38	33	31
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
Caucasian															
School	52	45	62	49	49	45	53	51	50	53	51	33	49	52	52
District	73	67	72	59	73	61	59	60	67	57	62	53	63	56	61
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
Students with Disabilities															
School	0	0	6	0	0	6	0	6	10	13	13	6	0	17	14
District	14	15	16	13	20	15	7	15	25	18	20	17	6	19	35
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
English Learners															
School	10	24	21	14	11	8	10	4	5	20	16	16	10	14	11
District	14	26	26	15	15	15	12	10	10	26	20	18	19	19	15
State	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results

				2007 API Growth Score
	04-05	05-06	06-07	
Statewide Rank	5	6	6	
Similar Schools Rank	8	8	8	
All Students				
Actual Growth	35	11	-13	701
Socioeconomically Disadvantaged				
Actual Growth	51	-16	-1	669
African American				
Actual Growth	69	-25	-9	611
Asian				
Actual Growth	47	19	-27	764
Filipino				
Actual Growth	23	57	-65	714
Hispanic				
Actual Growth	21	-21	17	642
Caucasian				
Actual Growth	3	10	1	750
English Learners				
Actual Growth	-	-4	-40	645

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.



Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	4.35%

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Physical Fitness

In the spring of each year, Encinal High is required by the state to administer a physical fitness test to all students in nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Instructional Materials

AUSD held a Public Hearing on September 11, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
9th	Mathematics	McDougal Littell	2001	Yes
10th	Mathematics	McDougal Littell	1999	Yes
9th-10th	Reading/English	Glencoe/McGraw Hill	2001	Yes
11th-12th	Reading/English	Prentice Hall	2001	Yes
9th	Science	Holt	2006	Yes
11th	Science	Prentice Hall	2000	Yes
10th	Science	Prentice Hall	2004	Yes
11th	Social Science/History	McDougal Littell	2007	Yes
12th	Social Science/History	Prentice Hall	2003	Yes
10th	Social Science/History	Prentice Hall	2007	Yes

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda Free Library, 1550 Oak Street, which contains numerous computer workstations.

Instructional Time (Includes Minimum Days)

For the 2006/07, Encinal High offered 180 days of instruction, comprised of 180 regular days. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The state requires a minimum of 64,800 instructional minutes at grades 9-12. Encinal High School students attended school for 65,740 minutes.

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
9th-12th	64,800	65,740

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

9th Grade	
School	
School Overall	23.1%
School (Boys)	23.3%
School (Girls)	22.9%
District	
District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.0%
State	
State Overall	29.3%
State (Boys)	30.1%
State (Girls)	28.4%

Advanced Placement Classes

Encinal High encourages students to continue their education past high school. Encinal High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2006/07, 189 students participated in taking the exams. Of the 189 students, 156 students scored a "3" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
English	1	67
Fine and Performing Arts	1	22
Foreign Language	2	54
Mathematics	2	51
Science	2	54
Social Science	3	152
Totals	11	400
Percent of Students in AP Courses		34.9%

UC/CSU Course Completion

Students at Encinal High are encouraged to take University of California/ California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
30.8%	72.4%

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	228
What percent of the school's pupils complete a CTE program and earn a high school diploma?	20.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools.

A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2005-06 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,958
From Restricted Sources	\$1,237
From Unrestricted Sources	\$4,722
District	
From Unrestricted Sources	\$758
Percentage of Variation between School & District	522.56%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	4.48%

District Revenue Sources

In addition to general state funding, Encinal High receives state and federal funding for the following categorical funds and other support programs:

- State Lottery
- Class Size Reduction 9-12
- IASA-VI Formula Entitlements
- Title VI Innovative Ed Strategies Formula Entitlements
- 21st Century
- Medi-Cal Billing Option
- Other Federal
- Teachers As a Priority (TAP)
- Lottery: Instructional Materials
- Economic Impact Aid
- Transportation Bus Replacement
- Immediate Intervention
- Tenth Grade Counseling
- Other local

