

# 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 2007-08 school year, 1,086 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule.

### Mission Statement

An intergrated community of confident learners

A safe and supportive environment,

Empowering and challenging students to ask how and why,

Honoring their achievement, and Structuring a foundation for their future.

### 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.

### Enrollment By Grade

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

#### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	23.6%
American Indian	1.1%
Asian	23.0%
Caucasian	19.2%
Filipino	15.4%
Hispanic or Latino	14.0%
Pacific Islander	2.2%
Multiple or No Response	1.6%

#### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	281	313	271
10th	265	292	333
11th	292	270	278
12th	280	271	250

### 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.

#### Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	93	199	162	936	1348	1126
Suspension Rate	8.3%	17.4%	14.3%	9.2%	13.2%	10.9%
Expulsions	7	1	3	22	13	6
Expulsion Rate	0.6%	0.1%	0.3%	0.2%	0.1%	0.1%

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."

## 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			33-40 Students			41-50 Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	24	24	23	22	22	25	19	11	16	9		
Mathematics	24	25	24	21	17	20	12	10	8	8		
Science	28	30	31	7	3	1	20	14	14	7		
Social Science	27	29	30	7	5	6	15	11	10	9		

## 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			
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			

## Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Encinal High had 56 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. 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 2007-08 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	53	51	50	515
Without Full Credentials	4	5	4	20
Working Outside Subject	2	1	0	29

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	26	27	16
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>26</b>	<b>27</b>	<b>16</b>
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	89.7%	10.3%
District	90.1%	9.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	93.2%	6.8%

## 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.

## 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.

	Number of Staff	Full Time Equivalent
Academic Counselor	3	1.0
Librarian/library media teacher	1	1.00

## 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 dedicates 3 days to staff development annually. Topics for staff development during the 2007-08 school year included:

- Math Collaboration grades 6-12
- Departmental Collaboration grades 9-12
- Strategic Instruction Model grades 6-12

## 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.

	04-05	05-06	06-07
Dropout Rate	1.86%	4.29%	1.83%
Graduation Rate	96.20%	89.80%	90.70%

## 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 2007-08, changes to the curriculum included:

- Adoption of new science textbooks for Biology, AP Biology, Physics, Physiology and AP Environmental Science
- First year implementation of new History/Social Studies curriculum, grades 9 - 12
- Implementation of a new content literacy program (Structured Instruction Model)
- Pilot for green construction



## 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									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	53.9	66.1	51.1	48.3	59.7	48.6	49.6	65.1	52.9
Mathematics	44.9	63.0	46.8	40.6	59.1	49.9	50.2	65.1	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	50.4	38.6	11.0	49.8	36.3	13.9
Male	58.6	32.3	9.0	53.4	30.1	16.5
Female	41.3	45.5	13.2	46.0	42.9	11.1
African American	76.8	17.9	5.4	75.0	23.2	1.8
Asian	40.0	49.1	10.9	20.0	50.9	29.1
Filipino	41.5	46.3	12.2	56.1	34.1	9.8
Hispanic or Latino	64.4	33.3	2.2	67.4	32.6	-
White	27.1	47.9	25.0	34.0	40.0	26.0
English Learners	63.9	34.7	1.4	54.8	38.4	6.8
Socioeconomically Disadvantaged	62.9	30.6	6.5	54.4	32.0	13.6
Students with Disabilities	90.9	4.5	4.5	87.0	8.7	4.3

## 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)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		Yes	
Graduation Rate	Yes		Yes	

## 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). 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>.

## 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.

Completion of High School Graduation Requirements			
	School	District	State
All Students	95.4%	88.5%	*

\* Data was not available at the time of publication.

## 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](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science					
	9			10			11			10		11			
	06	07	08	06	07	08	06	07	08	06	07	08			
<b>All Students</b>															
School	44	45	51	38	33	38	34	39	36	38	26	36	33	36	40
District	59	60	64	56	49	51	48	53	47	50	42	46	46	48	49
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
<b>Males</b>															
School	42	36	46	39	29	34	34	41	36	48	29	35	39	41	41
District	54	57	58	54	43	48	45	51	42	53	43	48	46	49	49
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
<b>Females</b>															
School	46	52	57	36	37	43	35	38	37	27	24	37	29	30	38
District	65	63	71	60	55	55	50	56	53	47	42	44	47	47	49
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
<b>Socioeconomically Disadvantaged</b>															
School	35	38	38	25	23	29	29	28	25	34	22	30	29	27	29
District	44	47	49	34	32	33	32	35	29	36	29	31	34	32	34
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
<b>African American</b>															
School	24	21	28	17	19	18	27	25	20	24	16	18	19	24	23
District	32	32	32	29	26	29	29	31	26	27	21	24	18	29	29
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
<b>Asian</b>															
School	64	62	67	51	40	55	43	46	40	51	39	59	40	48	51
District	71	71	72	61	57	60	56	59	54	57	55	55	59	52	60
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
<b>Filipino</b>															
School	53	43	53	48	37	35	33	42	41	38	24	23	33	30	33
District	53	50	63	55	43	43	39	47	42	43	22	34	35	40	40
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47
<b>Hispanic or Latino</b>															
School	39	35	35	23	26	23	22	19	36	23	14	27	31	21	27
District	39	38	54	37	24	28	31	30	25	26	18	28	33	31	24
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
<b>Caucasian</b>															
School	45	62	71	49	45	61	51	50	43	51	33	57	52	52	52
District	67	72	76	73	61	65	60	67	59	62	53	59	56	61	57
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
<b>Students with Disabilities</b>															
School	0	6	4	0	6	8	6	10	0	13	6	12	17	14	6
District	15	16	12	20	15	13	15	25	10	20	17	18	19	35	12
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
<b>English Learners</b>															
School	24	21	23	11	8	10	4	5	7	16	16	9	14	11	17
District	26	26	26	15	15	14	10	10	9	20	18	15	19	15	20
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## 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.

## 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	4.35%

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	6	5	
Similar Schools Rank	8	8	6	
<b>All Students</b>				
Actual Growth	11	-13	-	-
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	-16	-1	-	-
<b>African American</b>				
Actual Growth	-25	-9	-	-
<b>Asian</b>				
Actual Growth	19	-27	-	-
<b>Filipino</b>				
Actual Growth	57	-65	-	-
<b>Hispanic or Latino</b>				
Actual Growth	-21	17	-	-
<b>Caucasian</b>				
Actual Growth	10	1	-	-
<b>English Learners</b>				
Actual Growth	-4	-40	-	-

## 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.



### Percentage of Students in Healthy Fitness Zone 2007-08 Test Results

9th Grade	
School	
School Overall	20.6%
School (Boys)	18.2%
School (Girls)	23.1%
District	
District Overall	41.8%
District (Boys)	37.7%
District (Girls)	46.0%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Instructional Materials

AUSD held a Public Hearing on September 23, 2008, 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. In addition, ASTI students use college texts provided in their classes at College of Alameda.

**District-Adopted Textbooks**

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th	Mathematics	McDougal Littell	2001	Yes	0.0%
10th	Mathematics	McDougal Littell	1999	Yes	0.0%
9th-10th	Reading/ English	Glencoe/ McGraw Hill	2001	Yes	0.0%
11th-12th	Reading/ English	Prentice Hall	2001	Yes	0.0%
9th	Science	Holt	2006	Yes	0.0%
11th	Science	Prentice Hall	2000	Yes	0.0%
10th	Science	Prentice Hall	2004	Yes	0.0%
11th	Social Science/ History	McDougal Littell	2007	Yes	0.0%
12th	Social Science/ History	Prentice Hall	2003	Yes	0.0%
10th	Social Science/ History	Prentice Hall	2007	Yes	0.0%

## 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.

## 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

## District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2006-07 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	\$4,730
From Restricted Sources	\$75
From Unrestricted Sources	\$4,655
District	
From Unrestricted Sources	\$767
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	12.17%

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

**Average Salary Information  
Teachers - Principal - Superintendent  
2006-07**

	District	State
Beginning Teachers	\$39,871	\$39,871
Mid-Range Teachers	\$57,376	\$57,949
Highest Teachers	\$76,028	\$76,028
Elementary School Principals	\$98,501	\$103,327
Middle School Principals	\$97,879	\$102,675
High School Principals	\$111,148	\$116,594
Superintendent	\$167,375	\$172,396

**Salaries as a Percentage of Total Budget**

Teacher Salaries	44.0%	40.2%
Administrative Salaries	6.0%	5.8%

## Instructional Time (Includes Minimum Days)

For the 2007-08, 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	0

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$82,619
District	\$61,017
Percentage of Variation	35.40%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	32.92%

## 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 2007/08, 194 students participated in taking the exams. Of the 194 students, 164 students scored a "3" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
English	1	143
Foreign Language	2	44
Mathematics	2	63
Science	3	134
Social Science	3	183
Totals	11	567
Percent of Students in AP Courses		9.6%

## 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	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	65.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	42.3%

*\* 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