The Single Plan for Student Achievement

San Leandro High School

01-61291-0137588
CDS Code

Date of this revision: __6/3/2013_____

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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San Leandro Unified School District

The District Governing Board approved this revision of the School Plan on

_____.

Introduction Section

District Mission

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and to become confident, collaborative, and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

San Leandro Unified School District
2012-2013 District Goals

Learning by Doing Together
Guiding Principles

The District will:

- Be bold and innovative in its thinking
- Ensure *all* students are college and/or career ready
- Maintain a focus on equity and closing the achievement gaps
- Hold ourselves accountable for improved student learning
- Provide learning environments that are free from all forms of harassment

Goals

Goal #1: Educate the Whole Child: Ensure the academic, physical, social and emotional well-being of every student

Goal #2: Ensure the Financial Stability of the District

Goal #3: Provide Effective and Timely Communication and Community Engagement

Goal #4: Human Resources-Recruit and Support Outstanding Employees

Goal #5: Ensure Safe and Well Maintained Facilities

District Instructional Focus Plan



San Leandro Unified School District

San Leandro, California

Student Success through Instructional Leadership

For more than five years, San Leandro educators have engaged in nationally recognized work in the area of racial equity and its importance for educating a diverse student population. Now, we are well positioned to transform our district-wide investments into more focused classroom instruction, in order to support accelerated student achievement.

Good teaching is the most important predictor of student learning. It is the primary vehicle for achieving our goal of accelerated growth for every student, every year … without exceptions. Although some of our schools have shown improvements in student achievement in recent years, we still have a long way to go toward ensuring equitable educational outcomes for all students in every school.

2010-2013 Instructional Focus

Cindy M. Cathey
Superintendent of Schools
December 2010

This **Instructional Focus** reflects an ongoing commitment to four strategic priorities of our district:

- -Infusion of our *racial equity mindset*, principles, and practices into day-to-day effective instruction for all students;
- -Disciplined implementation of our *tiered intervention strategy*, including consistent attention to *culturally responsive teaching-&-learning* and *proven instructional practices for English learners;*
- -Promoting quality *data-informed professional collaboration*, with a bias toward improving instructional practices;
- -Developing strong *instructional leadership* among teachers and school leaders.

This Instructional Focus is an expression of our sense of urgency and recommitment to ensuring an **effective teacher in every classroom and effective leader in every school** because they are the precursors to student learning.

GOAL

Continuous academic growth for every student, every year...no exceptions!

Accelerated academic growth for those students not yet at grade level
Continuous **socio-emotional development** for every student by name
Academic tenacity by every student

Vital Signs of Student Progress

- Student attitude, motivation, attendance and engagement
- Student authentic demonstration of learning
- Closing the "achievement gap" and accelerating learning for all students
- Student growth and performance in content areas
- Student readiness for participation in a digital/media-rich global society
- Student successful transition from grade-to-grade and pre-K → elementary → middle school → high school → post-secondary education





In San Leandro Unified School District, we believe that all students can achieve at high levels. While they will not meet the standards at the same time or in the same way, we must, nonetheless, hold all students to the same high expectations relative to their academic achievement and socio-emotional development.

Student Demographics and 2010 API Results

Student Group	% of Total	2010 API	API vs. API for White Students
African American	16.2%	663	-122
Asian	15.2%	849	+64
Filipino	8.6%	785	0
Hispanic/Latino	43.4%	682	-103
White	12.5%	785	–
Socioeconomically Disadvantaged	54.1%	691	–
English Learner	27.9%	685	–
Students with Disabilities	11.8%	565	–

source: http://www.sanleandro.k12.ca.us/20771032619335949O/site/default.asp

In San Leandro USD, our fundamental premise is this: **effective teachers** in every classroom and **effective leaders** in every school constitute the most powerful drivers of student success. Therefore, as practitioners, we are committed to **continuous improvement of our professional practices**, because they are the precursors to student learning.

	Teaching Practices	Leadership Practices	Organizational Practices
Pillar #1 *All students have access to a challenging core curriculum, differentiated instruction, and assessments that are directly aligned to all state standards in all content areas. Differentiated instruction is designed to meet the varied learning needs of each student.*	**Standards-Aligned Differentiated Instruction**		
	T1: Teachers will link daily objectives to essential core content standards through differentiated instruction. T2: Teachers will adhere to appropriate, content-specific pacing guides using Board-approved materials.	L1: Leadership Team will conduct classroom visits to highlight effective standards-based instructional strategies. L2: Leadership Team will facilitate ongoing grade level and school-wide dialogue regarding pacing guides, essential standards, and classroom visits.	O1: School/District will provide and constantly review pacing guides to ensure the focus is on essential standards and is realistic. O2: School/District will provide training and support for teachers in successful differentiation strategies.
Pillar #2 *Instruction uses students' prior knowledge, learning styles and cultural background; procedures will support the perspectives and needs of our diverse stakeholders. We will infuse our day-to-day instructional practices with insights and experiences from our multi-year, district-wide racial equity work.*	**Culturally-Responsive Teaching and Learning**		
	T3: Teachers will utilize a variety of instructional strategies (e.g. role play, independent work, research projects, cooperative learning) to engage all learners. T4: Teachers will use students' home cultural experiences as a foundation for developing knowledge and skills. T5: Teachers will encourage students to set goals, evaluate own performance, and act on feedback they receive from their teachers or peers.	L3: Principal/Leadership Team will encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations. L4: Principal will ensure that teachers and staff set high expectations for all students and motivate them to meet those high standards. L5: Principal will communicate regularly with parents and community members (e.g. through newsletters providing an overview of culturally responsive curriculum goals, classroom activities, and selected samples of student work).	O3: School staff will communicate a consistent message of high expectations and high support for all students without exception. O4: School staff will implement a curriculum that is integrated, interdisciplinary and inclusive of topics that reflect their students' culture and experiences. O5: School/District will create positive relations and meaningful collaboration with parents and community in decision-making and educational development of children.
Pillar #3 *Teachers and staff collaborate in consistent cycles of inquiry using data from frequent, common formative assessments to plan, monitor & adjust teaching/ leadership/organizational practices. Our Professional Learning Communities (PLCs) reflect commonly held high expectations & a shared responsibility to improve learning.*	**Data-Driven Continuous Improvement**		
	T6: Teachers will communicate assessment criteria and standards to students daily. T7: Teachers will utilize findings from formative assessments and student work to inform and improve instructional and intervention practices. T8: Teachers will meet regularly to review formative assessment data and make instructional adjustments to address areas of concern and/or accelerate learning.	L6: Principal/Leadership Team will utilize data about student learning and professional practices to monitor implementation of school-wide and grade-level/department continuous improvement plans. L7: Principal/Administrators will align professional development opportunities for data analysis findings and essential standards to improve student achievement. L8: Principal/Leadership Team will meet with individual teams of teachers to review how data is being used to drive continuous improvement of classroom instruction.	O6: School/District will institutionalize a user-friendly data system for tracking progress of every student and every department. O7: School staff will regularly review summative and formative assessment results, attendance records, and other materials to identify problems and take action based on evidence. O8: Administrators will provide time for data-informed collegial collaboration about strategies for improving student achievement.
Pillar #4 *Trust among school-home community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder "voice". Our schools and workplaces are safe and secure, and standards of conduct for students and adults are clearly articulated, fair to all and consistently enforced.*	**Safe Climate and Strong Relationships**		
	T9: Teachers will make special efforts to involve parents of students from economically disadvantaged, racial/ethnic minority and language minority backgrounds and respond to concerns with professional cultural sensitivity. T10: Teachers will provide time, encouragement and instructional strategies necessary to help all students achieve high academic growth. T11: Teachers and staff will communicate care and concern for students' learning and well-being, both verbally and non-verbally.	L9: Principal will provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education. L10: Principal/Leadership Team will equitably enforce high behavioral expectations that are clearly communicated to all students. L11: Principal/Leadership Team will build systems to link educators, students, parents, caregivers and the community to create schools that are safe and caring.	O9: All SLUSD personnel will treat parental concerns with respect and demonstrate genuine interest in developing solutions. O10: School staff will connect every student to at least one caring adult.

Vital signs & look-fors

What gets measured and reinforced, gets done!

In the medical profession, vital signs define the body's most basic functions and are used to detect and monitor patient health. In a professional learning community, a series of vital signs can be used to track "organizational health" and monitor progress toward the goal.

By paying consistent attention to the Vital Signs of Student Learning and Professional Practices, we will be able to monitor and communicate progress, continuously improve practices, ensure accountability, and celebrate

Student Learning



CARING AND RESPECT

- On surveys, the majority of students indicate that they feel "valued as successful individuals" at their school.
- Decrease in the number of students sent to the office and/or out of class for discipline-related issues.

GROWTH ON ASSESSMENT

- *Elementary:* Increase in the percentage of students in all racial and ethnic subgroups who are proficient on their ELA and math benchmark assessments each testing period.
- *Secondary:* Increase in the percentage of students in all racial and ethnic subgroups who raise their GPA a minimum of .025 GPA points quarter to quarter.

Teaching Practices



RIGOROUS LEARNING ACTIVITIES

- As evidenced in classroom visits, 80%-100% of teachers using one or more identified (district, site, and teacher) specific, common instructional strategies.
- As evidenced in classroom visits, 80%-100% of teachers using one or more reflective and higher level thinking strategies.

COLLABORATIVE ANALYSIS OF WORK

- 100% of monthly collaboration meetings have a formal product and/or agenda/minutes.
- 100% of teachers meet monthly to analyze data, in order to inform teaching practice.

Leadership Practices



INSTRUCTIONAL MONITORING

- Classroom visits occur a minimum of 45-60 minutes daily or 3.5 hours weekly with general feedback reflecting school-wide trends and patterns.
- Percentage of grade levels/ departments that hold Data Summits (or academic conferences) at the end of each assessment cycle (3 times per year for elementary, 4 times per year for secondary)
- *Elementary:* Number of principal visits to observe focal students being progress monitored during intervention.

FAMILY-FRIENDLY SCHOOL CULTURE

- Majority of parents "agree that the school has a welcoming and inclusive environment for families" as evidenced by a family survey.
- Participants in ELAC, SSC, and PTA/PTO proportionately reflect the diversity of the school.

Organizational Practices



RESOURCES ALIGNED TO PRIORITIES

- Time, people, and funding are aligned to meet the needs of students based on data and research as evidenced in the District Professional Development Plan.

CULTURE OF ACHIEVEMENT

- Staff, students, and parents celebrate the successes of individual student and organizational achievement as evidenced by the number of community partnerships, African American/Latino Nights, Board agendas, school acknowledgements and recognition.

Facilitated, compiled and designed by Performance Fact, Inc.

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School Vision & Mission

Mission Statement:

All students are prepared to be productive members of society. All students enter SLHS with a four-year plan for high school. All students leave SLHS with options for success:

- 4 year college
- Community College to four-year college
- Vocational or Trade School Admittance
- Public Service

Vision Statement:

The San Leandro High School Teachers, Staff and Administrators collaborate in the following ways to fulfill our mission:

We create a culture and climate of learning by:

1. being aware of social/emotional wellness and treating one another with courtesy and respect.
2. promoting positive, non-violent relationships and providing a safe school environment for all students and staff.
3. holding ourselves and one another accountable for following agreements and expectations.
4. endeavoring to ensure that all stakeholders have the necessary resources in quality, quantity, and accessibility.

We work within our professional learning community to:

1. follow through with implementation of policies, systems, and documents we create.
2. make a long term commitment to the process, and value accountability for all staff and administrators.
3. strengthen the skills of the students, and put the needs of the students first.
4. remain flexible as we work together.

We develop curriculum, instruction and assessments to:

1. create enduring understandings for our students.
2. support reading and writing proficiency across all departments.
3. formatively and summatively evaluate student learning.
4. increase rigor, while providing support and scaffolding in all departments.

We create equity and access for all students by:

1. putting resources in place for students and ensure they know how to access them.
2. ensuring all students have a 4 year plan and resources to help them achieve that plan.
3. implementing positive, supportive discipline plans to provide intervention for behavioral, psychological and social issues and to enable self-reflection and growth.
4. building relationships and value each day as a new start for students

School Profile

- **2011-12 San Leandro High School Quality Snapshot by CDE**

2011-12 School Quality Snapshot

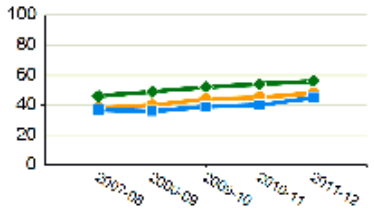
San Leandro High

San Leandro Unified

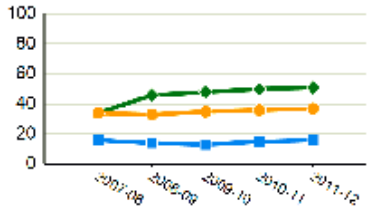
2200 Bancroft Ave., San Leandro, CA 94577

Grades Offered: 9 - 12
Enrollment: 2,764
Charter: No
Title I Funded: No
CDS Code: 01-61291-0137588

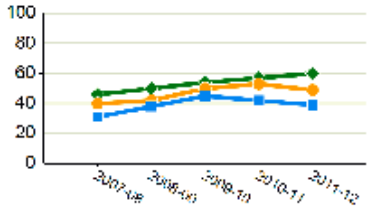
CST English-language Arts Results (percent proficient and above)



CST Mathematics Results (percent proficient and above)



CST Science Results (percent proficient and above)



California's Academic Performance Index (API)

2012 Growth API	702
State Rank	3
Similar Schools Rank	2
2011-12 Growth from Prior Year	4
Met Schoolwide Growth Target	No
All Student Groups Met Target	No

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black	No	3
American Indian or Alaska Native		–
Asian	Yes	-9
Filipino	Yes	21
Hispanic or Latino	Yes	11
Native Hawaiian or Pacific Islander		–
White	No	1
Two or More Races		–
English Learners	No	-1
Socioeconomically Disadvantaged	No	4
Students with Disabilities	Yes	23

Green – Student group met target
Red – Student group did not meet target
Blue – Student group is not numerically significant
– – Not enough students to report

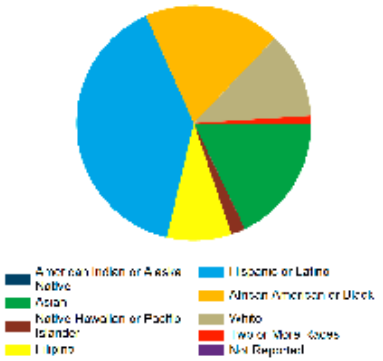
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

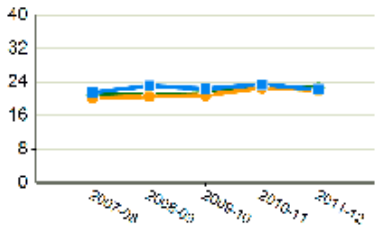
2011-12 Enrollment by Race/Ethnicity



2011-12 Subgroup Enrollment

English Learners	30%
Socioeconomically Disadvantaged	64%
Students with Disabilities	10%

Average Class Size



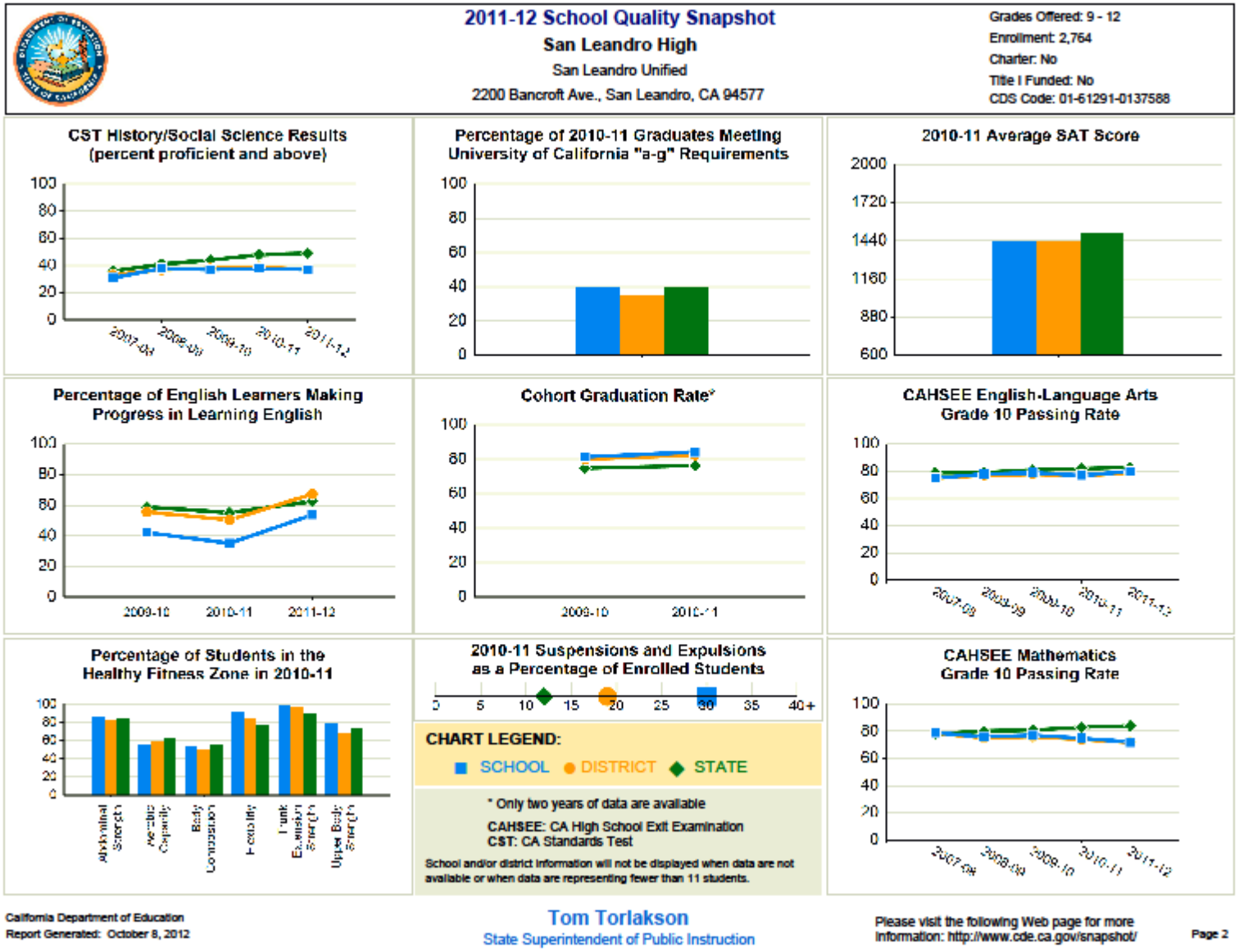
California Department of Education
Report Generated: October 8, 2012

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

Page 1

- **2011-12 San Leandro High School Quality Snapshot by CDE (Continued)**


2011-12 School Quality Snapshot
San Leandro High
San Leandro Unified
2200 Bancroft Ave., San Leandro, CA 94577
Grades Offered: 9 - 12
Enrollment: 2,764
Charter: No
Title I Funded: No
CDS Code: 01-61291-0137588
CST History/Social Science Results (percent proficient and above)
Percentage of 2010-11 Graduates Meeting University of California "a-g" Requirements
2010-11 Average SAT Score
Percentage of English Learners Making Progress in Learning English
Cohort Graduation Rate*
CAHSEE English-Language Arts Grade 10 Passing Rate
Percentage of Students in the Healthy Fitness Zone in 2010-11
2010-11 Suspensions and Expulsions as a Percentage of Enrolled Students
CHART LEGEND:
SCHOOL
DISTRICT
STATE
* Only two years of data are available
CAHSEE: CA High School Exit Examination
CST: CA Standards Test
School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.
CAHSEE Mathematics Grade 10 Passing Rate
California Department of Education
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High School/Community Profile

Background/The School Community

The community of San Leandro sits just south of Oakland, California, in the San Francisco Bay area. Once a small town of cherry orchards and a small marina with fishing boats, San Leandro has grown into a city of over 80,000, with a diversified industrial base and a steady population growth. Discriminatory housing practices kept San Leandro a predominantly white community for many years. When housing covenants were finally removed in the 1970s and 1980s, the city began to look and feel more diverse. In 1984, the closing of Pacific High School left San Leandro High School as the only comprehensive high school in the San Leandro Unified School District, and for the last 10 years, the population at the high school has grown from 1,200 students in 1990 to 2,500 students in 2005; and 2,650 in 2011. Today, SLHS is a highly diverse, urban high school that has 53% of its students receiving free and reduced lunches and nearly 400 English Language Learners.

Measure B

In November 2006, the citizens of San Leandro passed Measure B, a school facilities bond that authorized a variety of new construction and modernization projects throughout the district and at San Leandro High School. The issue of campus overcrowding was addressed by the construction of the Fred T. Korematsu campus—a fully self-contained campus dedicated to San Leandro High School 9th grade students. The FTK campus opened for the fall of 2010. A new Arts Education Center, complete with state of the art media facilities and a 550 seat theater has been built and opened in the spring of 2011. The Library was expanded in the spring of 2010 and the Career Technical Education Center is currently being remodeled and is scheduled to be completed in the summer 2012.

The Fred T. Korematsu 9th Grade Campus

An opportunity and a challenge were created with the new Fred T. Korematsu campus, which is approximately a quarter of a mile away from the main campus. The FTK campus facility is beautiful, with state of the art design and technology. The school quickly established a relationship with the daughter of its namesake, civil rights hero, Fred T. Korematsu. Teachers were carefully chosen to plan and implement the opening of the new campus. They developed practices tailored to the 9th grade clientele. However, they are still in the process of defining the vision and its curriculum vis a vis the exclusively 9th grade students. While the FTK campus is geographically separated from the main campus, the 9th graders are part of San Leandro High School. Nearly half of the students at the FTK campus take classes on the main San Leandro High School campus. Several of the faculty teaching at the FTK campus, also teach at the main campus. Additionally, the San Leandro High School, counselors, staff, and administrators are split between two campuses. The balance of work and scheduling is still in process; a great deal was learned in the first year of operation. At the time of the WASC visit, the campus will be in operation for less than two years.

Block Scheduling

In 2008-2009, San Leandro Unified School District voted to eliminate block scheduling. Block scheduling had both supporters and critics. Key to this decision was an impending fiscal crisis and the need for over 4.0 additional FTE to continue running the block schedule. Block scheduling complicated both the scheduling of students and staff. The school currently operates a 7 period day in which students are required to take a minimum of six periods.

Step One: Analyze Student Achievement Data

See Appendix B for

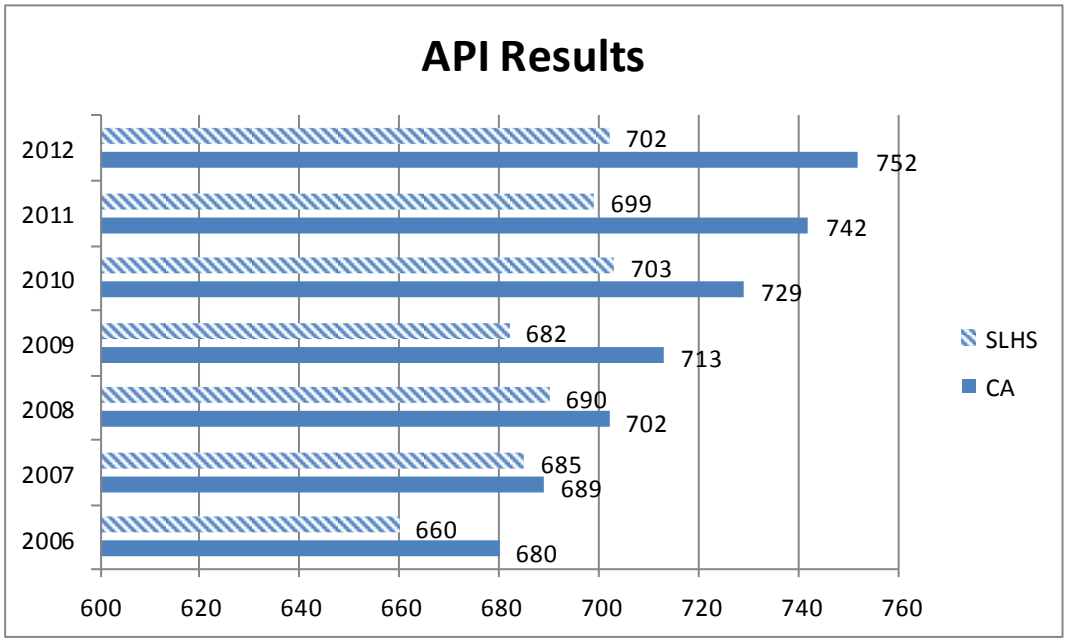
Academic Achievement Data (District Provides)
CST Data: 2012
Schoolwide 2-Year Change in STAR CST
Schoolwide 4-Year Trends in ELA CST by Grade
Schoolwide 4-Year Trends in Math CST by Grade
Schoolwide 4-Year Trends in Science CST by Grade
API Data 2012 (District Provides)
District-wide API Chart with:
Schoolwide API
Statewide Rank
Similar Schools Rank
Student Subgroup API ---2 years
Schoolwide 4-Year Trends in API
AMAO Data-CELDT 2013 (District Provides)
AMAO 1 District-wide chart
AMAO 2 District-wide Chart

Non-Academic Data (District Provides)
2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
2011-12 and 2012-13 Average Monthly Attendance
2011-12 and 2012-13 Suspensions by Race

Data Analysis
Academic Data

Academic Performance Index (API)

The API is a single number, ranging from a low of 200 to a high of 1000, which reflects a school's, or a subgroup's performance level, based on the results of statewide testing. SLHS's API has been steadily increasing for all but the past year, and continues to fall behind the state average.



API summary for over the past four years:

	2011-2012	2010-2011	2009-2010	2008-2009
Number Tested	1911	1942	1837	1803
API Growth	702	698	700	680
API Target	5	5	6	6
API Base	698	703	682	690
Growth/Decline	4	-4	18	-10
Met Target	No	no	yes	no
Met All Subgroup Targets	No	no	no	no
Statewide Rank	3	3	3	4
Similar Schools Rank	3	2	2	3

Subgroup	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Student Groups Growth Target
School-wide	1911		702	698	5	4	
Black or African American	368	Yes	645	642	8	3	No
American Indian or Alaska Native	5	No					
Asian	318	Yes	831	840	A	-9	Yes
Filipino	181	Yes	787	766	5	21	Yes
Hispanic or Latino	788	Yes	650	639	8	11	Yes
Native Hawaiian or Pacific Islander	26	No	637	636			
White	206	Yes	737	736	5	1	No
Two or More Races	18	No	725	685			
Socioeconomically Disadvantaged	1117	Yes	674	670	7	4	No
English Learners	582	Yes	629	630	9	-1	No
Students with Disabilities	206	Yes	499	476	16	23	Yes

"A" means the school or subgroups scored at or above the statewide performance target of 800.
Our API summary data for the past three years is presented below.
The number of EL students shows up here as higher than our enrollment because students are counted as EL, by API calculations even after they are re-designated until they test proficient or advanced three times on the ELA portion of the CSTs.

While our overall API score has been mostly improving over the past 5 years, we have not been keeping up with the state average, nor meeting our targets.

California Standards Tests (CSTs)

Proficiency Levels by Grade Level and Subject: English Language Arts (ELA)

ELA	YR	# Tested	% Advanced	% Proficient	% Basic	% Below Basic	%Far Below Basic	% Meeting Standards
Grade 9	2007-2008	622	19%	23%	31%	19%	8%	42%
	2008-2009	672	19%	23%	27%	20%	11%	42%
	2009-2010	617	16%	27%	31%	17%	10%	43%
	2010-2011	652	22%	25%	31%	13%	8%	47%
	2011-2012	631	22%	31%	28%	12%	7%	53%
Grade 10	2007-2008	628	16%	20%	28%	20%	17%	36%
	2008-2009	620	14%	20%	30%	15%	21%	34%
	2009-2010	702	18%	21%	30%	18%	13%	39%
	2010-2011	615	15%	21%	34%	16%	13%	36%
	2011-2012	642	19%	26%	28%	18%	10%	45%
Grade 11	2007-2008	605	10%	22%	27%	19%	22%	32%
	2008-2009	602	12%	17%	26%	22%	22%	29%
	2009-2010	596	16%	20%	30%	15%	20%	36%
	2010-2011	669	18%	21%	28%	16%	17%	39%
	2011-2012	583	16%	23%	27%	17%	17%	39%

CST ELA by Ethnicity: percent meeting standards

ELA	YR	All Students	African American	Asian	Filipino	Latino	White	2 or more Races
Grade 9	2007-2008	42%	29%	62%	51%	31%	60%	--
	2008-2009	42%	34%	69%	38%	24%	62%	--
	2009-2010	43%	34%	64%	59%	34%	55%	31%
	2010-2011	47%	41%	64%	62%	38%	57%	--
	2011-2012	53%	43%	79%	63%	44%	54%	
Grade 10	2007-2008	36%	28%	52%	48%	23%	47%	--
	2008-2009	34%	22%	59%	47%	22%	44%	--
	2009-2010	39%	26%	70%	39%	25%	55%	35%
	2010-2011	36%	28%	62%	51%	26%	46%	
	2011-2012	45%	40%	56%	65%	32%	65%	
Grade 11	2007-2008	32%	18%	51%	36%	22%	47%	--
	2008-2009	29%	20%	41%	32%	22%	46%	--
	2009-2010	36%	26%	57%	46%	25%	51%	27%
	2010-2011	39%	30%	60%	42%	23%	60%	--
	2011-2012	39%	29%	53%	55%	33%	42%	

CST ELA by Subgroup: percent meeting standards

ELA	YR	All Students	Male	Female	Socio-Econo. Disadvantaged	English Learners	Special Education
Grade 9	2007-2008	42%	39%	45%	31%	4%	5%
	2008-2009	42%	40%	44%	30%	2%	8%
	2009-2010	43%	40%	46%	37%	6%	14%
	2010-2011	47%	44%	50%	42%	6%	26%
	2011-2012	53%	48%	58%	46%	4%	21%
Grade 10	2007-2008	35%	31%	41%	28%	2%	14%
	2008-2009	34%	32%	36%	27%	3%	9%
	2009-2010	39%	38%	41%	30%	3%	3%
	2010-2011	36%	35%	39%	32%	2%	9%
	2011-2012	45%	43%	47%	37%	3%	24%
Grade 11	2007-2008	32%	24%	40%	24%	3%	5%
	2008-2009	29%	24%	36%	25%	0%	3%
	2009-2010	36%	35%	37%	30%	1%	4%
	2010-2011	39%	37%	41%	30%	0%	3%
	2011-2012	39%	37%	40%	35%	2%	16%

In 9th grade:
the percent of our Asian population meeting the standards grew by 15%,
the percent of our Latino population meeting the standards grew by 6%
the percent of our African American population meeting the standards grew by 2%.
the percent of our students with disabilities meeting the standards grew by 15%
the percent of our students with economically disadvantaged families meeting the standards grew by 5%

In 10th grade:
African Americans meeting the standards grew by 12%,
Latino students grew by 6%
Filipino students grew by 14%

In 11th grade:
Latino subgroup grew by 10%
Filipino subgroup grew by 13%
Students with disabilities grew by 13%

All other subgroups were relatively stagnant or declined

California Standards Tests (CSTs)
Proficiency Levels by Subject and Year: Mathematics

Math	YR	# Tested	% Advanced	% Proficient	% Basic	% Below Basic	% Far Below Basic	% Meeting Standards
Algebra I	2007-2008	717	0%	5%	18%	52%	25%	5%
	2008-2009	609	0%	7%	13%	45%	35%	7%
	2009-2010	707	0%	5%	20%	47%	27%	5%
	2010-2011	557	1%	4%	17%	50%	28%	5%
	2011-2012	495	0%	4%	16%	43%	36%	4%
Geometry	2007-2008	602	6%	13%	29%	37%	15%	19%
	2008-2009	611	3%	12%	16%	44%	25%	15%
	2009-2010	482	0%	6%	24%	49%	20%	6%
	2010-2011	565	0%	5%	21%	48%	26%	5%
	2011-2012	606	1%	7%	17%	53%	22%	8%
Algebra II	2007-2008	225	4%	12%	31%	32%	20%	16%
	2008-2009	381	2%	7%	31%	36%	24%	9%
	2009-2010	427	8%	15%	28%	29%	21%	23%
	2010-2011	473	4%	14%	28%	34%	20%	18%
	2011-2012	442	5%	14%	30%	32%	19%	19%
Summative	2007-2008	172	15%	33%	32%	20%	1%	48%
	2008-2009	167	8%	29%	29%	31%	3%	37%
	2009-2010	191	9%	26%	37%	23%	5%	35%
	2010-2011	253	13%	37%	26%	19%	5%	50%
	2011-2012	278	11%	33%	31%	215	4%	44%

CST Math by Ethnicity: percent meeting standards

Algebra	Year	All Students	African American	Asian	Filipino	Latino	White	2 or more Races
	2007-2008	5%	4%	25%	5%	2%	7%	
	2008-2009	7%	4%	19%	10%	4$	16%	
	2009-2010	5%	3%	14%	5%	4%	4%	
	2010-2011	5%	4%	23%	8%	3%	6%	
	2011-2012	4%	2%	25%	13%	4%	4%	--
Geometry	**Year**	**All Students**	**African American**	**Asian**	**Filipino**	**Latino**	**White**	**2 or more Races**
	2007-2008	19%	11%	38%	28%	7%	28%	--
	2008-2009	15%	3%	46%	14%	6%	16%	--
	2009-2010	6%	3%	16%	19%	3%	6%	--
	2010-2011	5%	2%	16%	2%	5%	6%	--
	2011-2012	8%	5%	22%	13%	5%	7%	

Algebra II	Year	All Students	African American	Asian	Filipino	Latino	White	2 or more Races
	2007-2008	16%	0%	38%	6%	11%	18%	--
	2008-2009	9%	4%	19%	5%	2%	13%	--
	2009-2010	23%	7%	44%	15%	11%	22%	--
	2010-2011	18%	14%	34%	18%	11%	11%	--
	2011-2012	19%	11%	31%	14%	13%	27%	

Summative Math	Year	All Students	African American	Asian	Filipino	Latino	White	2 or more Races
	2007-2008	48%	--	56%	53%	26%	43%	--
	2008-2009	37%	12%	57%	19%	19%	56%	--
	2009-2010	35%	25%	45%	18%	22%	44%	--
	2010-2011	50%	22%	65%	27%	34%	66%	--
	2011-2012	44%	29%	62%	32%	29%	41%	

CST math by Subgroup: percent meeting standards

	Year	All Students	Male	Female	Socio-Economically Disadvantaged	English Learners	Special Education
Algebra	2007-2008	5%	5%	5%	5%	5%	2%
	2008-2009	7%	8%	6%	7%	1%	1%
	2009-2010	5%	4%	6%	5%	2%	1%
	2010-2011	5%	5%	5%	5%	3%	2%
	2011-2012	4%	5%	4%	4%	8%	0%
	YR	**All Students**	**Male**	**Female**	**Socio-Economically Disadvantaged**	**English Learners**	**Special Education**
Geometry	2007-2008	19%	18%	22%	17%	8%	--
	2008-2009	15%	15%	15%	12%	7%	0%
	2009-2010	6%	8%	5%	6%	6%	0%
	2010-2011	5%	6%	5%	7%	5%	7%
	2011-2012	8%	10%	6%	7%	4%	4%
Algebra II	2007-2008	16%	13%	19%	20%	46%	--
	2008-2009	9%	8%	10%	7%	10%	--
	2009-2010	23%	23%	22%	18%	12%	--
	2010-2011	18%	21%	16%	17%	11%	--
	2011-2012	19%	19%	20%	18%	30%	--
Summative Math	2007-2008	48%	46%	48%	47%	--	--
	2008-2009	37%	36%	38%	42%	--	--
	2009-2010	35%	37%	34%	34%	--	--
	2010-2011	50%	52%	48%	45%	--	--
	2011-2012	44%	48%	40%	44%	--	--

All math scores are relatively stagnant or declining with the following exceptions:

A 21% increase in the number of English learners meeting the standards in Algebra 2
African American students meeting the standards in summative math increased by 7%
Filipino students meeting the standards in summative math increased by 5%.

California Standards Tests (CSTs)
Proficiency Levels by Subject and Year: History

History	YR	# Tested	% Advanced	% Proficient	% Basic	% Below Basic	% Far Below Basic	% Meeting Standards
World History	2007-2008	642	12%	19%	24%	15%	30%	31%
	2008-2009	613	14%	21%	23%	15%	27%	35%
	2009-2010	710	15%	24%	24%	11%	26%	39%
	2010-2011	619	15%	18%	28%	14%	24%	33%
	2011-2012	699	14%	23%	30%	12%	21%	37%
U.S. History	2007-2008	588	13%	18%	23%	19%	27%	31%
	2008-2009	558	20%	21%	22%	12%	25%	41%
	2009-2010	576	15%	19%	25%	14%	28%	34%
	2010-2011	633	18%	23%	23%	14%	20%	41%
	2011-2012	581	17%	19%	31%	11%	21%	36%

CST History by Ethnicity: percent meeting standards

World History	YR	All Students	African American	Asian	Filipino	Latino	White	2 or more Races
	2007-2008	31%	19%	49%	33%	23%	46%	--
	2008-2009	35%	20%	61%	45%	23%	53%	--
	2009-2010	39%	24%	72%	54%	24%	50%	40%
	2010-2011	33%	22%	62%	55%	24%	44%	--
	2011-2012	37%	24%	56%	51%	29%	46%	
U.S. History	**YR**	**All Students**	**African American**	**Asian**	**Filipino**	**Latino**	**White**	**2 or more Races**
	2007-2008	31%	13%	54%	30%	21%	47%	--
	2008-2009	41%	24%	57%	41%	35%	62%	--
	2009-2010	34%	22%	57%	38%	26%	46%	--
	2010-2011	41%	26%	71%	42%	27%	53%	--
	2011-2012	36%	26%	63%	55%	28%	38%	

CST History by Subgroup: percent meeting standards

History	YR	All Students	Male	Female	Socio-Economically Disadvantaged	English Learners	Special Education
World	2007-2008	31%	33%	29%	25%	4%	6%
	2008-2009	35%	38%	32%	29%	10%	8%
	2009-2010	39%	44%	34%	30%	13%	5%
	2010-2011	33%	38%	29%	28%	2%	10%
	2011-2012	37%	41%	33%	31%	8%	10%
U.S.	2007-2008	31%	26%	36%	22%	4%	14%
	2008-2009	41%	40%	42%	34%	2%	12%
	2009-2010	34%	38%	30%	28%	3%	0%
	2010-2011	41%	46%	37%	34%	0%	9%
	2011-2012	36%	39%	34%	32%	4%	14%

World History:
4% increase in the students meeting the standards overall
6% increase in English learners meeting the standard

3% increase in students with disabilities meeting the standard
5% increase in Latino students meeting the standards
US History:
Overall a 5% decrease in the number of students meeting the standards
4% increase in our English learners meeting the standards
5% increase in our special education students meeting the standards
13% increase of our Filipino students meeting the standards

Proficiency Levels by Subject and Year: Science

Science	YR	# Tested	% Advanced	% Proficient	% Basic	% Below Basic	% Far Below Basic	% Meeting Standards
Earth Science	2007-2008	1264	8%	21%	34%	16%	21%	29%
	2008-2009	538	4%	15%	37%	18%	26%	19%
	2009-2010	496	3%	14%	37%	21%	26%	17%
	2010-2011	526	3%	16%	43%	18%	20%	19%
	2011-2012	370	5%	14%	40%	16%	25%	19%
Biology	2007-2008	354	7%	26%	40%	14%	13%	33%
	2008-2009	1124	17%	17%	34%	14%	17%	34%
	2009-2010	962	16%	22%	38%	14%	9%	38%
	2010-2011	888	17%	21%	35%	18%	9%	38%
	2011-2012	833	18%	22%	33%	12%	15%	40%
Chemistry	2007-2008	44	25%	20%	41%	7%	7%	45%
	2008-2009	47	2%	13%	53%	13%	19%	15%
	2009-2010	154	4%	19%	37%	21%	18%	23%
	2010-2011	189	10%	16%	45%	22%	7%	26%
	2011-2012	304	13%	28%	36%	16%	10%	41%
Physics	2007-2008	31	16%	26%	32%	13%	13%	42%
	2008-2009	26	23%	38%	31%	4%	4%	61%
	2009-2010	125	18%	41%	34%	5%	3%	59%
	2010-2011	167	25%	37%	24%	8%	6%	62%
	2011-2012	113	21%	24%	35%	11%	10%	45%

CST Science by Subgroup: percent meeting standards

Earth Science	YR	All Students	African American	Asian	Filipino	Latino	White	2 or more Races
	2007-2008	29%	16%	53%	37%	20%	45%	--
	2008-2009	19%	16%	34%	28%	10%	31%	--
	2009-2010	17%	13%	26%	26%	14%	26%	13%
	2010-2011	19%	13%	41%	29%	14%	31%	--
	2011-2012	19%	14%	54%	26%	15%	34%	

Biology	YR	All Students	African American	Asian	Filipino	Latino	White	2 or more Races
	2007-2008	33%	17%	58%	28%	26%	47%	--
	2008-2009	34%	19%	60%	36%	20%	52%	--
	2009-2010	38%	24%	68%	47%	22%	54%	30%
	2010-2011	38%	23%	66%	54%	23%	51%	--
	2011-2012	40%	26%	68%	50%	31%	52%	

Chemistry	YR	All Students	African American	Asian	Filipino	Latino	White	2 or more Races

	2007-2008	45%	--	83%	--	--	--	--
	2008-2009	15%	0%	--	--	17%	--	--
	2009-2010	23%	15%	40%	17%	10%	35%	--
	2010-2011	26%	14%	48%	13%	10%	36%	--
	2011-2012	41%	33%	57%	39%	29%	53%	

Physics	YR	All Students	African American	Asian	Filipino	Latino	White	2 or more Races
	2007-2008	42%	--	42%	--	--	--	--
	2008-2009	61%	--	54%	--	--	--	--
	2009-2010	59%	57%	60%	54%	57%	77%	--
	2010-2011	62%	39%	76%	50%	46%	79%	--
	2011-2012	45%	35%	53%	44%	33%	57%	

	YR	All Students	Male	Female	Socio-Economically Disadvantaged	English Learners	Special Education
Earth Science	2007-2008	29%	33%	26%	23%	5%	10%
	2008-2009	19%	24%	12%	11%	0%	6%
	2009-2010	17%	22%	9%	10%	2%	4%
	2010-2011	19%	24%	12%	16%	5%	8%
	2011-2012	19%	23%	16%	16%	12%	9%
Biology	2007-2008	33%	26%	39%	29%	8%	--
	2008-2009	34%	35%	34%	27%	4%	7%
	2009-2010	38%	39%	37%	30%	2%	10%
	2010-2011	38%	37%	39%	30%	7%	15%
	2011-2012	40%	41%	40%	36%	3%	2%
Chemistry	2007-2008	45%	38%	52%	44%	--	--
	2008-2009	15%	13%	17%	10%	--	--
	2009-2010	23%	27%	19%	20%	--	--
	2010-2011	26%	24%	28%	23%	--	--
	2011-2012	41%	44%	40%	34%	--	--
Physics	2007-2008	42%	50%	--	40%	--	--
	2008-2009	61%	63%	--	69%	--	--
	2009-2010	59%	61%	55%	60%	--	--
	2010-2011	62%	69%	53%	53%	--	--
	2011-2012	45%	50%	37%	48%	--	--

Earth Science:
Overall no change in the students meeting the standards
Asian students meeting the standards grew by 13%
White students grew by 3%
English learners increased by 7%
All other subgroups stagnant or declined

Biology
Latino students meeting the standards grew by 8%
Socioeconomically disadvantaged students increased by 6%
All other groups stagnant or declined
Chemistry

All subgroups increased the number of students meeting the standards
African Americans increased by 19%
Asians increased by 9%
Filipinos increased by 26%
Latinos increased by 19%
White students increased by 17%
Socioeconomically disadvantaged students increased by 11%
Physics
All subgroups meeting the standards decreased

California High School Exit Exam (CAHSEE) Combined Results—Grade 10

CAHSEE English/Language Arts – Percent Passed by Subgroup

	2009-2010			2010-2011			2011-12		
	SLHS	**County**	**State**	**SLHS**	**County**	**State**	**SLHS**	**County**	**State**
Grade 10	79%	76%	83%	78%	78%	82%	80%	79%	84%
Female	80%	80%	87%	79%	82%	86%	86%	85%	88%
Male	79%	72%	79%	76%	74%	79%	74%	75%	80%
Asian	94%	85%	90%	92%	83%	88%	85%	89%	89%
Filipino	81%	88%	91%	88%	90%	90%	90%	91%	91%
Latino	69%	69%	75%	71%	71%	74%	74%	77%	77%
Afr. Am.	76%	62%	71%	77%	65%	70%	77%	71%	71%
White	88%	93%	91%	80%	93%	91%	90%	92%	92%
EL	37%	36%	45%	33%	37%	41%	37%	41%	43%
R-FEP	92%	93%	94%	93%	92%	93%	93%	95%	94%
ED	73%	67%	74%	76%	69%	73%	75%	70%	76%
Non-ED	86%	88%	92%	79%	86%	92%	87%	91%	76%
Sp. Ed.	31%	35%	41%	30%	34%	40%	44%	42%	42%

CAHSEE Mathematics – Percent Passed by Subgroup

	2009-2010			2010-2011			2011-2012		
	SLHS	**County**	**State**	**SLHS**	**County**	**State**	**SLHS**	**County**	**State**
Grade 10	78%	73%	81%	76%	78%	83%	72%	79%	83%
Female	73%	73%	81%	75%	78%	84%	74%	81%	84%
Male	82%	73%	81%	76%	775	82%	70%	78%	82%
Asian	95%	91%	91%	99%	92%	95%	91%	92%	95%
Filipino	80%	86%	90%	91%	93%	92%	87%	92%	92%
Latino	70%	67%	72%	69%	71%	75%	66%	72%	77%
Afr. Am.	67%	53%	63%	64%	57%	65%	59%	58%	66%
White	82%	90%	90%	81%	91%	90%	77%	92%	90%
EL	45%	47%	52%	49%	53%	55%	37%	58%	55%
R-FEP	91%	89%	90%	93%	90%	92%	89%	92%	92%
ED	73%	65%	72%	74%	68%	75%	68%	71%	76%
Non-ED	83%	84%	90%	75%	85%	91%	78%	89%	91%
Sp. Ed.	26%	32%	40%	21%	33%	41%	34%	41%	42%

English Language Arts
African American students have a higher pass rate than the county or state average.
Students with a disability passed at a higher rate than the county and state average.
Socioeconomically disadvantaged students passed at a higher rate than the county average
Math
The county and state have higher pass rates for all subgroups than SLHS

Adequate Yearly Progress (AYP)

CAHSEE ELA Groups	Participation Rate 95% Required			% Proficient or Above 2012 Target = 77.8%			Met AYP Percent Proficient Criteria?	
	2010 Rate	2011 Rate	2012 Rate	2010 Percent	2011 Percent	2012 Percent	2012 AMO	Alternative Method
Schoolwide	96	97	99	54.2%	49.9%	48.2%	No	
African American	93	96	100	41%	42.4%	44.9%	Yes	SH
Asian	99	99	100	84.3%	75.0%	63.2%	No	
Filipino	99	99	99	51.5%	64.9%	58.6%	--	
Latino	94	99	98	37%	40.8%	37..4%	No	
White	99	93	99	71.3%	55.7%	60.8%	--	
Economically Disadvantaged	95	97	99	44.0%	44.0%	40.0%	No	
English Learner	95	97	99	31.3%	31.5%	20.9%	No	
Students with Disabilities	81	86	93	16.4%	12.75	19.7%	--	

CAHSEE Math Groups	Participation Rate 95% Required			% Proficient or Above 2012 Target = 77.4%			Met AYP Percent Proficient Criteria?	
	2010 Rate	2011 Rate	2012 Rate	2010 Percent	2011 Percent	2012 Percent	2010 AMO	Alternative Method
Schoolwide	96	96	99	49.8%	43.6%	44.1	No	
African American	94	98	100	28.6%	32.7%	30.7	No	
Asian	99	99	100	85.9%	84.4%	77.2	Yes	Y2
Filipino	98	99	98	45.6%	63.2%	53.6	--	
Latino	95	95	98	37.7%	28.6%	32.2	No	
White	97	94	100	57.6%	45.6%	53.3	--	
Economically Disadvantaged	95	96	98	44.7%	40.0%	37.4	No	
English Learner	96	96	99	34.9%	36.4%	31.8	No	
Students with Disabilities	87	85	99	13.6%	15.9%	17.1	--	

Groups	2012 Cohort Graduation Rate (class of 2010-11)	2012 Target Graduation Rate	2012 Graduation Rate Criteria Met	2013 Target Graduation Rate Class of 2011-12)	Exclusion/ Alternative Method
Schoolwide	84.17	82.39	Yes	85.00	
Black or African American	81.20	78.56	Yes	82.46	
American Indian or Alaska Native	50.00		N/A	N/A	U50
Asian	88.39	86.05	Yes	88.62	
Filipino	83.87	90.00	No	84.75	
Hispanic or Latino	85.20	78.39	Yes	85.89	
Native Hawaiian or Pacific Islander	80.00		N/A	N/A	U50
White	82.43	88.52	No	83.51	
Two or More Races	50.00		N/A	N/A	U50
Socioeconomically Disadvantaged	81.70	79.98	Yes	82.89	
English Learners	67.29	67.36	No	70.53	
Students with Disabilities	75.41		N/A	77.49	U50

Current Year: Graduation Rate Results

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

SLHS has met the AYP targets for participation
Only the African American students met the performance target for ELA in 2012
The Asian population is the only subgroup that met the targets in mathematics in 2012
San Leandro High School met the target graduation rate for all subgroups but the Filipino, White and English learner subgroups.

AP Enrollment by Ethnicity

Mathematics Advanced Placement: Enrollment by Ethnicity

	AP Calculus AB				AP Calculus BC				AP Statistics			
	2012	2011	2010	2009	2012	2011	2010	2009	2012	2011	2010	2009
African American	6%	8%	7%	3%	--	--	--	7%	8%	6%	2%	6%
Asian	55%	59%	64%	63%	74%	94%	64%	76%	55%	66%	57%	56%
Filipino	15%	6%	7%	11%	3%	6%	6%	7%	12%	5%	13%	6%
Latino	16%	18%	16%	14%	6%	--	18%	3%	13%	6%	11%	22%
White	9%	9%	7%	8%	17%	--	12%	7%	8%	16%	16%	11%

Science & English Advanced Placement: Enrollment by Ethnicity

	AP Biology				AP Chemistry				AP English Literature			
	2012	2011	2010	2009	2012	2011	2010	2009	2012	2011	2010	2009
African American	11%	7%	--	7%	10%	--	11%	22%	9%	10%	12%	14%
Asian	68%	61%	67%	59%	41%	74%	58%	56%	47%	49%	38%	41%
Filipino	8%	14%	8%	14%	21%	8%	5%	--	9%	11%	13%	6%
Latino	--	7%	11%	8%	10%	8%	16%	--	21%	17%	21%	21%
White	11%	11%	13%	11%	17%	11%	11%	22%	12%	13%	17%	19%
Pacific Islander	3%	--	--	--	--	--	--	--	3%	--	--	--

Social Science Advanced Placement: Enrollment by Ethnicity

	AP World History				AP US History				AP American Gov & Politics			
	2012	2011	2010	2009	2012	2011	2010	2009	2012	2011	2010	2009
African American	14%	1%	11%	9%	15%	3%	9%	9%	13%	25%	30%	10%
Asian	42%	65%	45%	48%	40%	59%	33%	33%	36%	50%	10%	45%
Filipino	15%	11%	18%	14%	16%	9%	16%	16%	13%	--	5%	--
Latino	17%	13%	12%	13%	15%	13%	26%	26%	25%	25%	35%	25%
White	14%	9%	12%	16%	12%	12%	17%	17%	13%	--	20%	20%
Pacific Islander	--	--	--	--	2%	--	--	--	--	--	--	--

Advanced Placement (AP) Test Results

Subject	2011-2012		2010-2011		2009-2010		2008-2009		2007-2008	
	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken
US Govt. & Politics	13	15	3	4	15	19	11	20	34	45
US History	45	84	45	68	35	73	40	58	25	33
World History	63	107	34	64	54	78	55	77	32	44
Chemistry	16	29	24	39	3	17	1	5	19	30
Biology	25	37	37	56	58	88	61	94	41	57
Studio Art 2-D Design	9	9	5	6	2	2	7	8	2	2
Studio Art Drawing	2	4	1	2	6	6	5	5	5	5
English Literature	44	76	40	69	43	95	29	82	38	63
Calculus AB	57	115	57	103	22	41	39	88	52	60
Calculus BC	32	35	16	16	26	33	22	27	4	4
Spanish	34	39	23	26	29	30	18	23	19	22
Computer Science	16	33	9	21	6	14	4	11	2	10
Statistics	50	87	23	57	25	54	7	16	--	--
French	4	4	--	--	--	--	--	--	--	--
Chinese	2	2	--	--	--	--	--	--	--	--
Psychology	1	1	--	--	--	--	--	--	--	--
Total	413	677	322	539	324	550	315	521	277	381
% Scoring3+	64%		60%		60%		60%		73%	

Completion Rates

Completion Rates	San Leandro High School		
Year	**June Enrollment ***	**Graduates**	**%**
2011-2012	577	562	97%
2010-2011	561	510	92%
2009-2010	562	533	95%
2008-2009	561	538	96%
2007-2008	556	534	96%

*Less Ungraded students and 5th year ELD/RSP students

Graduates by Ethnicity and Gender

Graduating Class	Am. Ind.	Asian	Pac. Isl.	Filipino	Latino	Afr. Amer.	White	Multi./ No Resp.	Female	Male	Total
Class of 2012	3	138	9	61	184	88	75	4	278	284	562
Class of 2011	1	101	4	54	191	95	60	3	259	251	510
Class of 2010	2	122	10	61	179	99	62	8	247	286	533
Class of 2009	4	125	9	56	166	88	79	11	262	276	538
Class of 2008	2	123	9	57	161	98	81	3	253	281	534

District Graduation Rates by Racial Subgroup2009-10 Graduation Rate *(2011 AYP Rate)*						
San Leandro USD Race/Ethnicity	Total 2008 AYP Graduation Rate (Class of 2007)	Total 2009 AYP Graduation Rate (Class of 2008)	Total 2010 AYP Graduation Rate (Class of 2009)	Total 2011 AYP Graduation Rate (Class of Rate)	2-Year Difference 2011 AYP Grad Rate Minus 2010 AYP Grad Rate	4-Year Difference 2011 AYP Grad Rate Minus 2010 AYP Grad Rate
Native American	*	*	*	*	*	*
African American	78.2%	73.7%	77.3%	81.2%	3.8%	3.0%
Asian	89.5%	92.5%	94.5%	90.5%	-4.1%	1.0%
Filipino	93.1%	93.4%	83.3%	95.7%	12.4%	2.6%
Hispanic/Latino	78.9%	73.8%	82.7%	77.6%	-5.1%	-1.4%
Pacific Islander	*	*	*	64.3%	*	*
White	81.9%	88.0%	82.9%	87.1%	4.2%	5.2%

Two or More Races	*	*	*	*	*	*
Total	82.59%	81.74%	83.59%	82.9%	-0.7%	0.30%

EAP DATA
AP Honors Enrollment data
D/F data
a-g completion data

Needs Assessment Narrative (Based on Data Conclusions)

We need to improve the graduation rate of our African American, and Latino students
We need to improve our efforts to track the students who leave our school and determine what district they enroll in after leaving SLHS, particularly for ninth grade students who never attend SLHS but attended SLUSD middle schools
We need to increase the attendance rate of our students, if we can get them to come to school we can work on improving their success
We need to improve the way that we monitor credits earned/mid-term grades and target our intervention services accordingly

We need to identify strategies to ensure that we meet all of our targets for API and AYP.
We need to accelerate the learning of our EL students
We need to accelerate the learning of our African American and Latino students

We need to increase the amount of students who pass the CAHSEE at the proficient or advanced level

We need to improve academic literacy of all students across all content areas

Create a climate and culture that promotes student success

We need to increase the achievement of our Long term English Learner's.

We need to develop, provide, and evaluate intervention for our students who are struggling in math

Data Analysis
Non-Academic Data
San Leandro High School students, parents and staff indicate that they have observed SLHS is a school that values diversity and is making efforts to reduce the academic achievement gap.
Partnerships among parent groups support our efforts in this area. The following data highlight the current status of safety at our school:

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Truancy

	CBEDS Enrollment	No. of Students with 3 or more unexcused absences	Truancy Rate
2011-2012	2,668	1,342	50.3 %
2010-2011	2,650	1,499	56.6 %
2009-2010	2,435	2,003	82.3 %
2008-2009	2,393	1,931	80.7 %

Tardy Rates

	9th	10th	11th	12th	total	Average # of tardies/period
2011-2012	15,755	23,740	20,513	14,473	75,481	70
2010-2011	7,603	10,441	9,775	6,163	33,982	30
2009-2010	17,453	19,274	12,847	12,874	62,448	58
2008-2009	16,109	18,364	15,227	11,685	61,385	57

Student management is conducted in a manner consistent with federal law, the Education Code of California, Governing board policies, and district administrative rules. With regard to student discipline, school staff also adheres to the procedures set forth in the SLUSD Board Policies and Administrative Regulations and Discipline Code and Behavioral Guidelines.

In the 2010-2011 school-year a big push was made to reduce the number of tardies. Campus security began to conduct random tardy sweeps, resulting in detentions for those caught late. The result is that tardiness was reduced. During the 2011-2012 school-year, the focus on tardy sweeps was lost and our tardy rates spiked. We are renewing our efforts to conduct tardy sweeps on a regular basis.

Suspension Rates

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Suspension Incidents	614	588	554	969	348
# Students Suspended	321	340	281	403	213
Enrollment	2,668	2,650	2,435	2,393	2,352
% Suspended	12%	13%	12%	17%	9%

Our suspension rate seems to be fairly constant with one exception. Suspensions peaked in 2008/2009 when a new procedure was put in place. Students who did not show for Saturday School were then suspended. We found that students preferred suspension (at home) to Saturday School. Now, rather than suspension, students who fail to show for a Saturday School are assigned an in-school suspension. The result was that the suspension rate returned nearly to its prior level.

Referrals Written

	2011-2012	2010-2011	2009-2010	2008-2009
Referrals	6,887	7,717	8,043	5,301
Enrollment	2,668	2,650	2,435	2,393

Referrals by Grade Level

	2011-2012		2010-2011		2009-2010		2008-2009	
	Students	Referrals	Students	Referrals	Students	Referrals	Students	Referrals
9th Grade	483	3,106	381	3,197	365	2,947	332	2,032
10th Grade	324	1,858	320	2,144	371	2,968	284	1,633
11th Grade	253	1,169	307	1,639	291	1,639	211	1,082
12th Grade	258	754	228	737	233	912	377	554
Totals	1,318	6,887	1,236	7,717	1,260	8,043	1,204	5,301

School site discipline referrals

Type of Behavior	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Disrespectful/Defiance	1527	2898	2632	2649	3130
Harassment	12	5	1	4	1
Fighting	69	68	85	88	83
Vandalism	1	9	6	1	2
Alcohol/drugs	44	93	40	36	49

Expulsion Rates

	African American	Asian	Hispanic/Latino	Pacific Islander	White	Declined to State	Total
2011-2012	2	0	3	0	0	1	6
2010-2011	1	0	4	0	0	0	5
2009-2010	4	0	2	0	0	0	6
2008-2009	1	2	1	1	1	0	7
2007-2008	8	0	2	1	1	0	12

Trends:

The referral rate reflects a large increase in the number of referrals written after the 2008-2009 year. Roughly half of the population of San Leandro High School receives a referral each year. While the number of students receiving at least one referral has increased, there has been a dramatic decrease in the total number of referrals written last year. Primary causes for the referrals other than the ones listed above are for failure to attend detention and Saturday School (844). Failure to serve detention and Saturday School continues to be a problem on the main campus as well (910).

The amount of referrals written for defiance/disrespectful behavior have been on the decline. This could be the result of our efforts to promote a positive school culture, opening the ninth grade campus, and our Season of Service, Period of Peace. Referrals for the 2011-2012 school year have held relatively steady from the prior year. Confiscating electronic devices continues to be an issue with our students with 757 entries related to the violation of this school rule.

Dividing the number of referrals by the number of days and number of periods shows that about 6 referrals are written each period.

Serious behavior issues requiring suspension or expulsion have remained relatively constant as well. While only 69 students engaged in fighting at school last year, 47 of them were in 9th grade, further highlighting our need to focus on supporting ninth grade students in developing skills to solve their problems in other ways.

Students under the influence or in the possession of alcohol and/or drugs during while at school during the 2011-2012 school year dropped significantly from the prior school year. Our campus supervisors, SROs and administration work diligently to support our students in making positive choices.

Last year, 492 ninth grade students and 385 11th grade students took the California Healthy Kids survey. The tables below highlight their responses to the survey questions. The results indicate that our efforts to provide additional support services for our students are needed. Our COST process and additional counseling services for various behaviors should assist us in addressing these results.

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total	19	63	19	29	55	16
Caring Adult Relationships	21	63	16	35	56	9
High Expectations	43	49	8	45	48	7
Opportunities for Meaningful Participation	6	52	42	14	44	42
Community Environment						
Total	52	36	12	58	31	10
Caring Adult Relationships	51	37	12	56	30	14
High Expectations	56	35	9	55	34	11
Opportunities for Meaningful Participation	38	40	21	45	41	15
School Connectedness Scale	22	60	18	21	62	17

Table A3.9.2

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total	17		19	30	24	24	18
Caring Adult Relationships	20		19	37	16	27	18
High Expectations	40		49	47	48	44	44
Opportunities for Meaningful Participation	6		7	10	8	5	8
Community Environment							
Total	50		49	56	54	68	55
Caring Adult Relationships	57		39	51	48	59	59
High Expectations	58		49	53	60	64	60
Opportunities for Meaningful Participation	31		46	42	50	51	36
School Connectedness Scale	22		22	20	28	25	22

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total	24		29	34		35	35
Caring Adult Relationships	31		27	43		48	37
High Expectations	40		40	48		52	53
Opportunities for Meaningful Participation	12		17	18		11	14
Community Environment							
Total	56		52	51		65	68
Caring Adult Relationships	58		44	47		67	66
High Expectations	57		41	48		71	64
Opportunities for Meaningful Participation	34		50	45		40	53
School Connectedness Scale	20		18	18		28	23

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.10
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
I feel close to people in this school.		
Strongly Disagree	6	8
Disagree	10	9
Neither Agree Nor Disagree	27	31
Agree	38	36
Strongly Agree	18	16
I am happy to be at this school.		
Strongly Disagree	9	9
Disagree	15	11
Neither Agree Nor Disagree	35	42
Agree	32	31
Strongly Agree	8	7
I feel like I am part of this school.		
Strongly Disagree	9	9
Disagree	15	15
Neither Agree Nor Disagree	40	38
Agree	31	30
Strongly Agree	6	7
Teachers at this school treat students fairly.		
Strongly Disagree	9	10
Disagree	20	19
Neither Agree Nor Disagree	35	32
Agree	31	34
Strongly Agree	5	5
I feel safe in my school.		
Strongly Disagree	13	11
Disagree	21	15
Neither Agree Nor Disagree	38	44
Agree	23	25
Strongly Agree	5	5

Questions HS A11-15/MS A10-14: I feel close to people at this school... I am happy to be at this school... I feel like I am a part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Table A3.11

School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Grade 9 %	Grade 11 %
Caring Relationships		
who really cares about me.		
Not At All True	12	7
A Little True	40	33
Pretty Much True	32	31
Very Much True	15	29
who notices when I am not there.		
Not At All True	17	8
A Little True	29	29
Pretty Much True	31	36
Very Much True	23	28
who listens when I have something to say.		
Not At All True	13	8
A Little True	30	24
Pretty Much True	35	39
Very Much True	22	29
High Expectations		
who tells me when I do a good job.		
Not At All True	8	7
A Little True	23	25
Pretty Much True	41	35
Very Much True	28	32
who always wants me to do my best.		
Not At All True	7	4
A Little True	17	18
Pretty Much True	35	35
Very Much True	41	43
who believes that I will be a success.		
Not At All True	10	8
A Little True	24	22
Pretty Much True	33	34
Very Much True	34	36

Questions HS A16-21/MS A15-20: At my school, there is a teacher or some other adult who…really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... believes that I will be a success.

Table A3.11 - ***Continued***
School Protective Factors (Developmental Supports)

	Grade 9 %	Grade 11 %
Opportunites for Meaningful Participation		
I do interesting activities at school.		
Not At All True	20	22
A Little True	33	27
Pretty Much True	28	24
Very Much True	20	26
I help decide things like class rules or activities.		
Not At All True	53	57
A Little True	27	23
Pretty Much True	15	12
Very Much True	5	8
I do things that make a difference at school.		
Not At All True	38	36
A Little True	38	32
Pretty Much True	17	17
Very Much True	7	15

Questions HS A22-24/MS A21-23: At school…I do interesting activities.. I help decide things like class activities or rules… I do things that make a difference.

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	63	42
1 time	7	8
2 to 3 times	12	12
4 or more times	18	38
Marijuana		
0 times	71	58
1 time	7	6
2 to 3 times	6	7
4 or more times	16	29
Inhalants (to get high)		
0 times	89	92
1 time	4	2
2 to 3 times	4	3
4 or more times	3	3
Cocaine		
0 times	95	95
1 time	2	2
2 to 3 times	1	2
4 or more times	2	2
Methamphetamine or any amphetamine		
0 times	96	97
1 time	1	0
2 to 3 times	2	1
4 or more times	1	1

Qestion HS A.37-41/MS A.37-39: During your life, how many times have you used or tried…alochol (one full glass)… marijuana…inhalants…cocaine…methamphetamine or any amphetamine?
na=not asked of middle school students

Table A4.20

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult	6	5
Fairly difficult	8	8
Fairly easy	28	28
Very easy	33	44
Don't know	25	16
Marijuana		
Very difficult	8	4
Fairly difficult	5	3
Fairly easy	22	21
Very easy	39	57
Don't know	26	15

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get alcohol or marijana if they really want them?

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
0 times	71	59
1 time	12	13
2 to 3 times	8	12
4 or more times	9	16

Question HS A.107/MS A.89: During the past 12 months, how many times on school property have you been offered, sold or given an illegal drug?

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Had mean rumors/lies spread about you		
0 times	66	72
1 time	15	15
2 to 3 times	11	7
4 or more times	8	7
Had sexual jokes/comments/gestures made to you		
0 times	57	58
1 time	10	11
2 to 3 times	13	9
4 or more times	20	22
Been made fun of because of your looks/way of talking		
0 times	64	65
1 time	13	15
2 to 3 times	10	8
4 or more times	14	12

Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you… had mean rumors/lies spread about you…had sexual jokes/comments/gestures made to you…been make fun of your looks/ way of talking?

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin		
0 times	80	84
1 time	7	5
2 or more times	13	11
Religion		
0 times	89	93
1 time	6	3
2 or more times	5	4
Gender		
0 times	90	93
1 time	5	3
2 or more times	6	4
Sexual Orientation *		
0 times	87	93
1 time	7	3
2 or more times	6	4
Physical/Mental Disability		
0 times	93	95
1 time	3	2
2 or more times	4	3
Any of the Above Five Hate-Crime Reasons	31	21
Any Other Reason		
0 times	76	85
1 time	8	5
2 or more times	16	10
Any Harassment	37	27

Question HS A.113-118/MS A.95-100: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?

** "Because you are gay or lesbian or someone thought you were."*

Table A6.2

Physical Violence on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Been pushed, shoved, hit, etc.		
0 times	68	80
1 time	16	10
2 to 3 times	9	4
4 or more times	8	5
Been afraid of being beaten up		
0 times	76	84
1 time	14	8
2 to 3 times	4	5
4 or more times	6	3
Been in a physical fight		
0 times	85	89
1 time	7	5
2 to 3 times	5	3
4 or more times	3	3

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you...been pushed shoved, hit, etc., ...been afraid of being beaten up...been in a phsyical fight?

Table A6.4

Weapons Possession on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Carried a gun		
0 times	94	96
1 time	3	1
2 or more times	4	3
Carried any other weapon		
0 times	88	91
1 time	4	3
2 or more times	8	6

Question HS A.109-110/MS A.91-92: During the past 12 months, how many times on school property have you...carried a gun...carried any other weapon?

Table A6.5

Awareness and Use of Weapons on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Seen someone with a weapon		
0 times	74	74
1 time	13	13
2 or more times	13	14
Been threatened/injured with a weapon		
0 times	92	94
1 time	4	2
2 or more times	4	3

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you…seen someone with a weapon…been threatened/injured with a weapon?

Table A6.6

Personal Disapproval of Weapon Possession

	Grade 9 %	Grade 11 %
Neither approve or disapprove	20	15
Somewhat disapprove	10	8
Strongly disapprove	70	77

Question HS A.95/MS A.79: How do you feel about someone your age carring a weapon to school?

Table A6.10

Perceived Safety of School

	Grade 9 %	Grade 11 %
Very safe	13	14
Safe	24	27
Neither safe nor unsafe	46	48
Unsafe	13	6
Very unsafe	4	5

Question HS A.119/MS A.101: How safe do you feel when you are at school?

Table A6.11

Cyber Bullying

	Grade 9 %	Grade 11 %
0 times (never)	77	76
1 time	12	14
2-3 times	7	5
4 or more times	4	4

Question HS A.120/MS A.103: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, MySpace™, email, instant message)?

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	39	41
Yes	61	59

Question HS A.34/MS A.33: Did you eat breakfast today?

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	69	67
Yes	31	33

Question HS A.123/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	78	81
Yes	22	19

Question HS A.124: During the past 12 months, did you ever seriously consider attempting suicide?

9. Comparisons

Table A9.1

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use						
During your life, did you ever…						
smoke a cigarette?	14	20	45[a]	21	34	55[a]
chew tobacco or snuff?	6	6	~	5	10	~
drink alcohol (glass)?	37	47	67	58	66	79
use inhalants?	11	14	15	8	15	12
smoke marijuana?	29	25	29	42	42	50
During the past 30 days, did you…						
smoke a cigarette?	4	11	15	7	17	24
chew tobacco or snuff?	3	5	6	2	6	6
drink alcohol (glass)?	18	24	37	27	42	53
use inhalants?	3	7	~	3	7	~
smoke marijuana?	13	15	16	20	24	21
Level of Involvement (High Risk Patterns)						
During your life, have you ever…						
been very drunk or sick after drinking?	19	28	~	34	45	~
been high from using drugs?	23	22	~	38	37	~
During the past 30 days, did you…						
drink 5 drinks in a couple of hours?	9	16	18	16	29	28

[a]YRBS asks about smoking even a puff or two.
*The California Student Survey (CSS) includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
ATOD Use on School Property						
During your life, have you ever been drunk/high?	17	13	~	26	25	~
During the past 30 days, did you smoke cigarettes?	3	7	4	2	7	5
Perceived Harm						
People risk harming themselves using...[b]						
cigarettes (1-2 packs a day)	85	90	~	90	93	~
alcohol (five or more drinks once or twice a week)	86	89	~	90	92	~
marijuana (once or twice a week)	81	85	~	79	87	~

[b]combines "Great," "Moderate," and "Slight"
*The California Student Survey (CSS) includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Step Two: Measure Effectiveness of Current Strategies Using State Tool

Needs Assessment

Spring 2013 Academic Program Survey (APS) Results

ESSENTIAL PROGRAM COMPONENTS (EPCs)
SLHS 9-12

EPC 1: INSTRUCTIONAL PROGRAM	**F 09**	**Sp 13**
EPC 1.1: Adopted RLA basic and ancillary materials 9-10 **SLUSD =** *Holt*	**3**	**4**
EPC 1.2 Adopted ELD Materials 9-12 **SLUSD =** *Milestones* (newly adopted)	**2**	**3**
EPC 1.3: Adopted RLA Intensive Intervention Materials Gr 9-12 **SLUSD =** Hampton Brown's *Edge* (newly adopted)	**2**	**3**
EPC 1.4: Adopted Algebra 1 and ancillary materials **SLUSD =** *McDougal-Littel*	**2**	**4**
EPC 1.5: Adopted Alg Readiness Intensive Interv Materials Gr 9-10 **SLUSD =** Intervention Materials TBD	**1**	**1**
EPC 2: INSTRUCTIONAL TIME		
EPC 2.1: ERLA Basic Core (1 Period for grades 9 and 10) **SLUSD =** Using *Holt, Holt* Ancillary Materials, Write Source	**4**	**4**
EPC 2.2: ERLA Strat Interv (1 period beyond the core for Gr 9-10) **SLUSD =** Using interv materials one extra per during school day	**2**	**4**
EPC 2.3: ELD (1 designated course per appropriate EPL level) **SLUSD =** Using *Milestones* in EPL-leveled classes	**3**	**4**
EPC 2.4: ERLA Intensive Intervention (2 hours—or 2-3 periods) **SLUSD =** Using *Edge* in lieu for 2 periods during the day	**2**	**4**
EPC 2.5: Algebra 1 Core (1 period) **SLUSD =** Using McDougal-Littel for 1 period during the school day	**4**	**4**
EPC 2.6: Math Strategic Intervention (1 extra per linked to Alg 1) **SLUSD =** Using Adopted Intervention materials 1 more per. during school day	**1**	**4**
EPC 2.7: Math Intensive Intervention (1 period instead of Algebra 1) **SLUSD =** Using Adopted Intervention materials TBD 1 period during school day	**1**	**1**
EPC 3: LESSON PACING GUIDE		
EPC 3.1: RLA Pacing Guide used daily 9-10 **SLSUD =** follow current ELA, ELD & Intensive Interv. pacing guide	**3**	**4**
EPC 3.2: ERLA Intensive Intervention Pacing Guide used daily **SLSUD =** follow *Edge* pacing guide	**2**	**4**
EPC 3.3: Math Pacing Guide used daily in Alg 1, Alg Readiness, Strat Support	**1**	**3***

SLSUD = follow current Math pacing through Algebra level		
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING		
EPC 4.1: RLA and Math Core/ Intervention 40 Hour Training **SLUSD =** AB430 Module 1	1	**3**
EPC 4.2: Ongoing targeted Professional Development **SLUSD =** Admin participates in DAIT Learning Walks, PLC trainings, etc	1	**4**
EPC 5: CREDENTIALED TEACHERS AND PROFFESIONAL DEVELOPMENT OPPORTUNITY	**F 09**	**Sp 13**
EPC 5.1: Fully Credentialed, Highly Qualified Teachers **SLUSD =** meets NCLB requirements	**3**	**4**
EPC 5.2: All English teachers attend ERLA training **SLUSD =** SB472 Holt training for all (5 days)	**1**	**4**
EPC 5.3: All Math teachers attend Math Training **SLUSD =** SB472 McDougal-Littel Math Training for all (5 days)	**1**	**3**
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS		
EPC 6.1: RLA Support implementing adopted programs in Gr 9-10 **SLUSD =** one-on-one coaching on *Prentice Hall, Milestone, Edge*	**2**	**2**
EPC 6.2: Math Support implementing adopted programs in Alg, Alg Readiness **SLUSD =** one-on-one coaching on core and intervention materials	**1**	**2**
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM		
EPC 7.1: ERLA and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access Holt Benchmarks, Formative Assessments and Writing Assessments	**3**	**4**
EPC 7.2: Math and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access District Benchmarks & Topic Tests	**2**	**2**
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)		
EPC 8.1: Structured Collab (2 hrs/mo) on adopted RLA programs **SLUSD =** 2 hrs meeting time per mo. or part of ½ day release time using *DuFour PLCs* as the framework	**2**	**4**
EPC 8.2: Structured Collab (2 hrs/mo) on adopted math program **SLUSD =** 2 hrs meeting time per mo. or part of ½ day release time using *DuFour PLCs* as the framework	**2**	**4**
EPC 9: FISCAL SUPPORT		
EPC 9.1: Categorical Funds used for full implementation of RLA/ELD EPCs **SLUSD =** site plan funds ERLA EPCs as a priority	**4**	**4**
EPC 9.2: Categ Funds used for full implementation of Math EPCs **SLUSD =** site plan funds Math EPCs as a priority	**4**	**4**

Needs Assessment
Conclusions

San Leandro High School has made great progress in implementing the essential program components (EPC) with the support of district office personnel. During the last four years, we have made improvement in EPC 1: Instructional Program in every element except the offering of intensive intervention program in math. In terms of our instructional time (EPC 2), again we have fully implemented all aspects of this EPC except intensive intervention in math (which we have not implemented yet). Our pacing guides in English and math have been completed (EPC 3). Almost all administrators have participated in the AB 430 training with the exception of the new assistant principal hired this year (EPC 4). The same is also true for our English and math teachers with the exception of new hires (EPC 5). In terms of coaching for teachers, we have had an instructional coach that worked with our for Algebra teachers one day a week and an ELD coach that worked with our ELD and SDAIE teachers as a .40 release (EPC 6). We also have made some progress developing common assessments in ELA and math classes, yet not all of the grade levels or content areas have common assessments being utilized every 6-8 weeks (EPC 7). Three out of four of our monthly collaboration meetings are allocated to departments for the purpose of working in course-alike teams (EPC 8). Our EIA funds are used primarily to support our ELA and mathematics work.

Step Three: Identify Achievement Goals

STUDENT ACADEMIC LEARNING GOALS

ANNUAL ACADEMIC GOAL: English Language Arts (based on student data analysis using Cycle of Inquiry)

GOAL #1: All students and subgroups will at minimum meet safe harbor or NCLB % Proficient ELA targets. Those subgroups exceeding safe harbor goal will move 10% of the non-proficient students to proficiency.

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for all students and including subgroups (differentiated to close the racial disparity gap) **2012-13 AYP Target K-8= 89.2%; 9-12 = 88.9%**

Group (2012-13 NCLB District ELA Target = 88.9%)	2011-12 % Proficient	2012-13 Minimum Goal	2012-13 Stretch Goal
All	48.2%	53.4%	88.9%
African American	44.9%	50.4%	88.9%
Asian	63.2%	66.9%	88.9%
Filipino	58.6%	62.7%	88.9%
Hispanic/Latino	37.4%	43.7%	88.9%
Pacific Islander	63.2%	66.9%	88.9%
White	60.8%	64.7%	88.9%
SED	40.0%	46.0%	88.9%
EL	20.9%	28.8%	88.9%
SWD	19.7%	27.7%	88.9%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor (Y2 in Red)
= NCLB Goal
= Beyond Next NCLB Goal
= Not Numerically Significant

See Appendix C for Worksheets that derive this data.

Mid-Year review: Measuring Effectiveness (how will we know strategy is working? What data will we collect? When we will collect this data)?

Review ELA CST, Tri 1 Benchmarks and Tri 2 Benchmarks to collaboratively develop specific, measurable grade level goals and identify formative assessments

for progress monitoring

ANNUAL ACADEMIC GOAL: English Language Development (based on student data analysis using Cycle of Inquiry)

GOAL #2: All ELs will meet AMAO #1 and AMAO #2 CELDT targets.

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for EL subgroup

2012-13 AMAO 1 - Annual Growth
English Learners Making Annual Progress in Learning English

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
SLHS	283	282	99.6%	143	50.7%	57.5%	59.0%

2013-14 CDE AMAO Targets	59.0%
2012-13 CDE AMAO Targets	57.5%
2011-12 CDE AMAO Targets	56.0%
2010-11 CDE AMAO Targets	54.6%

01/05/2013 Chaja

2012-13 AMAO 2 - English Learners Attaining English Proficiency

	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,565	398	25.4%	27.3%	28.3%	615	246	40.0%	47.0%	49.0%
SLHS	103	19	18.4%	21.4%	22.4%	212	87	41.0%	47.0%	49.0%

2013-14 CDE AMAO Targets	22.8%	49.0%
2012-13 CDE AMAO Targets	21.4%	47.0%
2011-12 CDE AMAO Targets	20.1%	45.1%
2010-11 CDE AMAO Targets	18.7%	43.2%

No data are reported if there are less than 30 in the cohort.

01/05/2013 Chaja

SLUSD 2012-13 Goal for AMAO 3

Adequate Yearly Progress for English Learner Student Subgroup at the LEA Level

AMAO 3 - AYP Proficiency

	2010-11 ELA Percent met AMAO 3	2011-12 ELA Percent met AMAO 3	ELA AMAO 3 1-Yr Growth	ELA Percent Proficient Goal for 2012-13 AMAO 3		2010-11 Math Percent met AMAO 3	2011-12 Math Percent met AMAO 3	Math AMAO 3 1-Yr Growth	Math Percent Proficient Goal for 2012-13 AMAO 3	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLHS	31.5%	20.9%	-10.6%	28.8%	88.9%	36.4%	31.8%	-4.6%	38.6%	88.7%

	ELA			Math		
	District	Elem & MS	HS	District	Elem & MS	HS
2013-14 CDE AMAO Targets	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2012-13 CDE AMAO Targets	89.0%	89.2%	88.9%	89.1%	89.5%	88.7%
2011-12 CDE AMAO Targets	78.0%	78.4%	77.8%	78.2%	79.0%	77.4%
2010-11 CDE AMAO Targets	67.0%	67.6%	66.7%	67.3%	68.5%	66.1%

= CDE Target Met or Surpassed

= CDE Target Not Met

= Safe Harbor **(Y2)**

No data are reported for groups that are less than 11 students.

Mid-Year Review: **Measuring Effectiveness** (how will we know strategy is working? What data will we collect? When we will collect this data)?

Review CELDT data, EL ELA CST data and benchmark data to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring.

ANNUAL ACADEMIC GOAL: **Mathematics** (based on student data analysis using Cycle of Inquiry)

GOAL #3: **All students and subgroups will at minimum meet safe harbor or NCLB % Proficient MATH targets. Those subgroups exceeding safe harbor goal will move 10% of the non-proficient students to proficiency.**

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for all students and including subgroups (differentiated to close the racial disparity gap) **2012-13 AYP Target K-8= 89.5%, 9-12 = 88.7%**

Group (2012-13 NCLB District Math Target = 88.7%)	2011-12 % Proficient	2012-13 Minimum Goal	2012-13 Stretch Goal
All	44.1%	49.7%	88.7%
African American	30.7%	37.6%	88.7%
Asian	77.2%	79.5%	88.7%
Filipino	53.6%	58.2%	88.7%
Hispanic/Latino	32.2%	39.0%	88.7%
Pacific Islander	77.2%	79.5%	88.7%
White	53.3%	58.0%	88.7%
SED	37.4%	43.7%	88.7%
EL	31.8%	38.6%	88.7%
SWD	17.1%	25.4%	88.7%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor (Y2 in Red)
= NCLB Goal
= Beyond Next NCLB Goal
= Not Numerically Significant

See Appendix C for Worksheets that derive this data.

Mid-Year Review: **Measuring Effectiveness** (how will we know strategy is working? What data will we collect? When we will collect this data)?

Review Math CST, Tri 1 Benchmarks and Tri 2 Benchmarks to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring

Step Four: Key Improvement Strategies that Align with District LEA Plan (LEAP) with Timelines, Personnel Responsible, Proposed Expenditures, Funding Source, and Goal# (Action Steps)

STRATEGIC PROGRAM ACTION STEPS

District-wide Action Steps: Schools can add site-specific items in next section

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness.	2013-2015	Prin Logs/notes	$0	NA	1-3
EPC 1.1: Adopted RLA basic and ancillary materials 9-12 SLUSD = Holt + intervention materials to be determined					
Teachers use the Board approved RLA/ELD core and program ancillary materials daily. Program teacher materials purchased as needed for all teachers Consummable Intervention materials provided annually	2013-2015	Core: Successful Williams visit Ancil: POs or email to IMC	$0	NA	1
The school, in collaboration with the district, will implement the components of Tiered Intervention, including meeting the needs of benchmark and above, strategic, and intensive learners in the area of RLA/ELD, including RLA materials to be used. Teachers, in collaboration with the District, will identify and purchase Strategic Companion Class and Intensive Intervention materials needed annually RLA Teachers provide differentiated instruction to meet the needs of all students. The school will implement Tier II and Tier III of *Tiered Intervention* during Companion ELA 9th-10th grade, ALg 9th greade and *Edge* periods	2013-2015	Agendas from Task Forces or committees Sub requests Prin class visit notes with materials seen in use	$0	NA	1
SWD are provided curriculum or instruction modifications and/or accommodations, as specified in their (IEP), to participate successfully in a basic RLA core classroom. General Ed and Special Ed staff will collaborate to determine modifications to materials and/or instruction.	2013-2015	IEP Meeting notes Meeting Agendas Prin notes	$0	NA	1
EPC 1.2 Adopted ELD Materials 9-12 **SLUSD = *Milestones***					
ELs are provided with Board approved instructional materials in ELD.	2013-2015	Prin Logs and notes	$District Funds	District	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
These **materials are implemented as designed and in daily** use. School will order ELD Board-adopted ELD materials: materials to be determined for Companion and Milestones ELD text for separate ELD classes to be determined.		PO Copy			
EL students at CELDT proficiency levels 1-3 are provided with a separate ELD course, using Milesones ELD materials if in US schools less than 6 years The master schedule is designed to provide this separate ELD class for CELDT 1-3 less than 6 year students The master schedule is designed to provide an ELA Companion Class for CELDT 1-3 more than 6 year students, which is the SLUSD Master Plan definition of Long-Term ELs Administration and/or EL Specialist reviews the placement of EL students annually	2013-2015	Master Schedule Query showing EL students schedules, CELDT level and yrs in US schools	$0	NA	2
Students at CELDT proficiency levels 4 & 5, regardless of years in US schools, are placed in an RLA course that has specifically designated materials and/or strategies for building English language skills The master schedule is designed to provide these classes Administration reviews the placement of EL students annually	Sept each year	Master Schedule Query showing EL students schedules, CELDT level and yrs in US schools			
EPC 1.3: Adopted RLA Intensive Intervention Materials Grades 9-12 **SLUSD = Hampton Brown's *Edge A-B***					
Students identified as Intensive learners (Below 6th grade level) are provided intensive RLA intervention materials. These materials are implemented daily as designed. Teachers have access and use all components of the *Language*! program Principal works with district office to ensure new students are assessed for placement annually Students are monitored for progress to ensure that they advance one level each semester Scheduling of students is reviewed by the administrator. Principals will work with district to identify materials to be ordered.	Sept each year	Testing schedule & results Master Schedule List of materials to order	$0	NA	1
Intensive Learner progress is accelerated two years for every year of instruction Progress monitoring is reviewed regularly to ensure acceleration of student learning	2013-15	*Language*! Progress monitoring assessments			

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD = McDougal-Littel**					
All students, including ELs, SWDs, students with learning difficulties enrolled in Algebra I are provided the board approved Algebra I instructional program materials. These **materials are implemented daily** as designed to support the needs of all students. The school will identify and inventory program ancillary materials The school will develop an ancillary materials replacement plan. The school will purchase ancillary materials as needed The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness. Teachers will use program ancillary materials daily.	2013-2015	Core: Successful Williams visit Ancil: POs or email to IMC	$0	NA	3
Teachers will begin to differentiate instruction to meet the diverse needs of their students Teachers use the adopted basic core mathematics program and ancillary materials designed to differentiated instruction to meet the needs of students, including strategic learners, EL students, SWD students and advanced learners The school will identify strategies to support teachers in differentiating instruction		Agendas/notes from site mtgs or course alikes Prin class visit notes with materials seen in use	$0	NA	3
Modifications and/or accommodations are made to the curriculum or programs for SWD (as specified in the IEP) to enable them to participate successfully in a basic Algebra I classroom. General ed and special ed staff will collaborate to determine modification to materials and/or instruction	2013-2015	IEP Meeting notes Meeting Agendas Prin notes	$0	NA	3
EPC 1.5: Adopted Math Strategic/Intensive Intervention Materials Gr 6-7 **SLUSD = Math Intervention Materials TBD**					
All students identified as needing **strategic/intensive** math intervention in grades six and seven are provided additional time and support using state-adopted intervention math materials. Intensive intervention materials are used in addition to the basic core instructional program. These **materials are implemented daily** as designed in Companion Classes. The school will work with the district team to identify and inventory materials to be used with intensive math students (and purchase	2013-2015	Agendas/notes from Task Forces or course alikes Prin class visit notes with materials seen in use in Companion Classes	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
materials as needed) The school will work with the district team to continue to develop course content and materials for Companion Math 6-7 Courses Students are assessed and identified as needing intensive mathematics intervention.					
Students in grade 9 (including EL, SWD, and students with math learning difficulties) are provided with a one period stand-alone, intervention program (Companion Class) to prepare for grade level Algebra I core classroom using the ancillary materials from the core math program. The school will continue to develop the Algebra Companion course and identify materials to be used.	2013-2015	Agendas/notes from Task Forces or course alikes Prin class visit notes with materials seen in use in Companion Classes			
Modifications and/or accommodations are made to the curriculum or programs for SDW (as specified in the IEP) to enable them to participate successfully in an Algebra Companion classroom. General ed and special ed staff will collaborate to determine modification to materials and/or instruction. Special education teachers will continue to identify the best materials and course content to be used for Companion	2013-2015	IEP Meeting notes Meeting Agendas Prin notes			
EPC 2: INSTRUCTIONAL TIME					
Schools will submit Master Schedule and calendar of all early release days to the district office in September of each year for EPC 2.1 – 2.7 The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness.	Sept, each year	Master Sched and calendars schedules submitted to C&I Prin Logs & notes	$0	NA	**1-3**
EPC 2.1: RLA/ELD Basic Core Program (1-2 periods) **SLUSD = Holt, Holt Ancillary Materials, Write Source**					
The schools schedule allocates for all RLA/ELD classrooms the appropriate daily, uninterrupted instructional time for the basic core for 1-2 hours. The master schedule is reviewed to verify the allocation of time The principal will conduct classroom visits to monitor program implementation and effectiveness	2013-2015	Master Schedule submitted to Ed Services Prin Logs & notes	$0	NA	1
The school uses assessments and placement criteria to determine the instructional needs of strategic students in RLA based on districtwide flow charts and placement procedures	2013-2015	Placement lists provided in Spring			
EPC 2.2: RLA Strategic Intervention (30-45 min, or up to 1 per) **SLUSD = Using intervention materials one per during school day**					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Students identified as Strategic learners are provided with instructional time (30-45 minutes, or up to one period) in addition to the basic core program. Instruction is linked to the grade level core RLA course. The master schedule is reviewed to verify allocation of time as many Companion classes as possible for eligible students	Sept each year	Master schedule submitted to Ed Services	$0	NA	1
EPC 2.3: ELD (30-60 minutes in grades 6-8) **SLUSD = Using *Keystone/Key to Learning* in EPL-leveled classes**					
All identified EL students are provided with 30-60 (or up to one period) additional minutes of daily ELD instructional time. The master schedule is verified to ensure allocation of adequate time The CELDT and ARIES record of time in US Schools are used to appropriately place ELs into ELD CELDT EPL 1-3 students can be placed in a RLA course that has specifically designated materials and/or strategies for building English language skills **with parent request** according to this criteria from the EL Master Plan: EPL 1-3 Less than 6 yrs in US Schools: 2 period ELD EPL 1-3 6 yrs or more in US Schools: Companion ELA CELDT EPL 4-5 students are provided the equivalent of ELD through the use of Language Objectives in the core RLA class	2013-2015	Placement Lists or queries from C&I. Course rosters reflect placement criteria	$0	NA	2
EPC 2.4: RLA Intensive Intervention (2.5-3 hrs or up to 3 periods) **SLUSD = Using Edge in lieu for 2-3 periods during the day**					
Students identified as intensive learners in grades 6-8 are given 2.5 – 3.0 hours (or up to 3 periods) of uninterrupted instructional time in RLA using the Board adopted intensive intervention Language! progrram.	Sept each year	Placement Lists or queries from C&I. Course rosters reflect placement	$0	NA	1
The master schedule complies with implementation of adequate RLA instructional time.		Master Sched			
EPC 2.5: Math Algebra 1 Core (1 period) **SLUSD = McDougal-Littel used for 1 period**					
Students are provided with 50-60 minutes of math instructional time The master schedule complies with implementation of adequate math instruction for those student enrolled	2013-2015	Master schedule	$0	NA	3
EPC 2.6: Math Strategic Intervention (1 extra period linked to Alg) **SLUSD = Using Intervention materials selected by the task forces 1 per during school day**					
The school uses assessments and placement criteria to determine the instructional needs of strategic students in RLA based on districtwide flow charts and placement procedures	Sprin g each	Placement lists provided in Spring	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
	year				
High Priority strategic students in grades 9 receive an additional period of math (companion class) to pre/re-teacher skills taught in the core course.	2013-2015	Course rosters	$0	NA	3
Teachers provide some strategic grade 9 students with additional targeted differentiated instruction using the core ancillary materials.	2013-2015	Prin notes/logs			
The schools master schedule is reviewed to ensure Companion Class is provided to as many eligible students as possible	2013-2015	Master schedule			
EPC 2.7: Math Intensive Intervention (30-60 min or up to 1 per) SLUSD = Using Adopted Intervention materials 1 per during school day					
Students in grades 9 identified as intensive learners (below 2 grade levels) receive additional instructional time (Companion Class) and support using the adopted intervention materials.	2013-2015	Course rosters	$0	NA	1
EPC 3: LESSON PACING GUIDE					
EPC 3.1: RLA Pacing Guide used daily SLUSD = follow current ELA pacing guide					
Teachers use the district's adopted instructional/pacing guides daily to implement the RLA/ELD and intensive core programs For strategic learners, teachers use the RLA/ELD core program pacing guide and intensify the focus on key standards allowing time for pre/re-teach, and specific skills development. Principal will conduct classroom visits to make sure daily agendas reflecting the pacing guides are visible in every classroom	2013-2015	Pacing Guide Prin logs & notes	$0	NA	1
ELA Teachers will post and explain the lesson's main RLA Content Objective daily	2013-2015	Prin logs & notes	$0	NA	*1*
ELD teachers will post and explain the lesson's main ELD Language Objective daily. Content Objective for ELD may also be included	2013-2015	Prin logs & notes	$0	NA	*1*
EPC 3.2: Math Pacing Guide used daily SLSUD = follow current Math pacing					
Teachers use the district's adopted instructional/pacing guides daily to implement the math core programs For strategic learners, teachers use the math core program pacing guide and intensify the focus on key standards allowing time for pre/re-teach, and specific skills development. Principal will conduct classroom visits to make sure daily agendas reflecting the pacing guides are visible in every classroom	2013-2015	Pacing Guide Prin logs & notes	$0	NA	3
Math teachers will post and explain the lesson's main Math Content Objective daily	2013-2015	Prin logs & notes	$0	NA	*3*

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
EPC 4.1: RLA/ELD and Math Core and Intervention 40 Hour Training **SLUSD = AB430 Module 1**					
The principal and vice principal will complete the 40 hour administrative training and 40 hours of structured practicum in the current core and intensive RLA/ELD programs. *[NOTE: these trainings are not currently available]*	When offered		$0	NA	1-2
EPC 4.2: Ongoing targeted Professional Development **SLUSD = to be arranged**					
The principal and vice principal receive on going targeted professional development to monitor and support full implementation of the EPCs (refer to EPC Criteria and Clarification for the array of administrator professional development)	When offered	Prin Mtg Agendas and Sign in	$district funds	district	1-3
Principals receive training on *Tiered Intervention* and Common Core implementation.	2013-15	Prin Mtg Agendas and Sign ins	$district funds	district	1,3
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
EPC 5.1: Fully Credentialed, Highly Qualified Teachers **SLUSD = meets NCLB requirements**					
Classrooms have highly qualified teachers appropriately credentialed for their assignments The school, in collaboration with HR has a plan when teachers do not meet NCLB requirements.	2013-2015	Documentation provided by HR	$0	NA	1-3
EPC 5.2: All Language Arts teachers attend RLA training **SLUSD = SB472 Holt level 1 training for all** **(5 days)**					
Teachers are provided with RLA/ELD 40 hour instructional materials professional development for the use of current Board approved RLA/ELD materials. *NOTE: Everyone was trained by 2010 on the current adoption. Trainings will not be offered until a new adoption*	NA		$0	NA	1-2
Teachers complete the RLA/ELD 80 hour structured practicum based on implementation of the instructional materials and the EPCs. (Refer to EPC Criteria and Clarification for full list of PD options). *NOTE: Everyone was trained by 2010 on the current adoption. Trainings will not be offered until a new adoption*	NA		$0	NA	1-2
Professional development is provided to support teachers in providing	2013-	Copy of PO			2

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Support for differentiated ELD, especially for EPL levels 1 & 2	2015				
EPC 5.3: All teachers attend Math Training **SLUSD = SB472 McDougal--Littel Math Training for all (5 days)**					
Teachers are provided with 40 hour instructional materials professional development for the use of current Board-approved math materials. *NOTE: Everyone was trained by 2011 on the current adoption. Trainings will not be offered until a new adoption*	NA		$0	NA	3
Teachers complete the math 80 hour structured practicum based on implementation of the instructional materials and the EPCs. (Refer to EPC Criteria and Clarification for full list of PD options). *NOTE: Everyone was trained by 2011 on the current adoption. Trainings will not be offered until a new adoption*	NA	Collaboration and Mtg Agendas and/or notes	$0	NA	3
Teachers receive training on *Tiered Intervention* and Common Core implementation.	2013-2015	Sign ins and agenda	$0	NA	3
Professional development will be used to refine the use of differentiated instruction to address the needs EL students, African American students, Latino, and special education students, and other target subgroups as well as student working above grade level.	2013-2015	Sign ins and agenda	$0	NA	3
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
EPC 6.1: RLA Support implementing adopted programs **SLUSD = one-on-one coaching on Holt, Edge, Milestones and other intervention materials TBD**					
All RLA/ELD and intensive teachers are provided with ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise who work primarily in the classroom and assist with full and skillful implementation of the Board approved RLA/ELD and intensive instructional programs. District funds the following: Site works with districtwide instructional coaches and content experts as needed Site participates in Learning Walks and PD focused on implementing latest research on effective instruction led by Napa-Solano-Contra Costa County Office of Ed Team Site sends team to PLC followup trainings Site sends team to Common Core Transition Planning Team Site sends teachers to E3 Racial Equity training	2013-2015	Contracts/MOUs or POs PPAFs for coaches	$0	NA	1-2
EPC 6.2: Math Support implementing adopted programs **SLUSD = one-on-one coaching on core and intervention materials**					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
All math and intervention teachers are provided with ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise who work primarily in the classroom and assist with full and skillful implementation of the Board approved math and intensive instructional programs Site works with math coaches and content experts as needed The principal structures and monitors the use and impact of coaching services on student's achievement.	2013-2015	Contracts/MOUs or Pos PPAFs for coaches	$0	NA	3
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
EPC 7.1: RLA/ELD and Intensive Int. Assessments 6-8 weeks SLUSD = Using *Illuminate* to access HMR Benchmarks, Theme Tests and Writing Assessments					
The school will follow the district's annual assessment calendar.	2013-2015	Data scanned into *Illuminate*	$0	NA	1
Teachers have access to electronic data management system (*Illuminate*), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry level and/or diagnostic assessments, progress monitoring assessments and summative assessments on the basic core and intensive RLA/ELD programs. Teachers will receive training regarding the use of the *Illuminate* system. Collaborative planning time will be provided with time to analyze the results of the *Curriculum Associates* benchmark assessments. The school will provide representatives to district Math Tiered Intervention task forces/subcommittees as needed to implement transition to Common Core Common formative RLA/ELD assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.	2013-2015	Assessment result reports Agenda and calendars of meetings	$0	NA	1
Data from STAR and RLA/ELD assessments is disaggregated by subgroup (race, language, special education, SED) and used to determine placement, diagnosis of readiness for grade level, standards-based instruction, guide school-wide focused work and daily instructional planning.	2013-2015	Disaggregated data charts and reports	$0	NA	1
Students participating in the RLA/ELD and math intervention programs will be tagged in Aeries and data will be collected to monitor student progress and program effectiveness.	2013-2015	List generated from AERIES tags	$0	NA	1
Teachers will score at site level one on-demand writing assessments	2013-	Pacing guide	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
focused on Persuasive Writing annually	2015	Scores submitted to site admin			
CELDT data will be reviewed to determine the % of EL students advancing by one or more levels. (AMAO 1)	2013-2015	*Illuminate* reports	$0	NA	2
EPC 7.2: Math and Intensive Int. Assessments 6-8 weeks **SLUSD = Using *Illuminate* to access Math Benchmarks & UnitTests**					
Teachers have access to electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry level and/or diagnostic assessments, progress monitoring assessments and summative assessments on the basic core and intervention math programs. Teachers will receive training regarding the use of the *Illuminate* system. Collaborative planning time will be provided with time to analyze the results of the summative benchmark assessments The school will provide representatives to district Math Tiered Intervention task forces/subcommittees as needed to implement transition to Common Core Common formative Math assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.	2013-2015	*Illuminate* training agendas and Sign ins Collaboration agendas and notes Sub requests for Task Force reps Assessments in *Illuminate*	$0	NA	3
Data from STAR and district math assessments is disaggregated and used to determine placement, diagnosis of readiness for grade level, standards-based instruction, guide school-wide focused work and daily instructional planning.	2013-2015	Data reports	$0	NA	3
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
EPC 8.1: Structured Collaboration (2 hrs/month) on adopted RLA/ELD programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all RLA/ELD, strategic, intensive, special education, and ELD) are provided with a two hours (preferably 1 hr weekly) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification The Dufour PLC process will be used during grade level collaborative planning time The principal/site leadership team will ensure that time is provided for: Using and analyzing timely students common assessment results	2013-2015	Collaboration on annual school calendar Collaboration agendas and notes	$0	NA	1-2

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Strengthening program implementation Designing and improving lesson and instruction Identifying research-based strategies to support skills Implementing culturally responsive teaching strategies Implementing research-based strategies to meet the needs of English learners		Record of substitutes for release time			
Peer coaching will be implemented to increase the use of culturally relevant strategies to enhance the adopted core programs.	2013-2015	Schedule of release Sub requests	$0	NA	1-2
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	Logs & notes	$0	NA	1-2
EPC 8. 2: Structured Collaboration (2 hrs/month) on adopted math programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all math, strategic, intensive, special education, and ELD) are provided with a one hour (preferably twice a month) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification) Same as 8.1 above.	2013-2015	See 8.1	$0	NA	3
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	Logs and notes	$0	NA	3
BEYOND THE EPCs					
Other content area teachers will post and explain the lesson's main Content Objective daily	2013-2015	Prin logs & notes			
Other content area teachers will participate in PLCs and common core/new standard planning activities					
Supplementary Materials For Opportunity and Equal Access					
ELA and Math					
The school will identify supplemental materials that are culturally reflective of the student population and that are inclusive and respectful of differences to be used to bridge gaps in the core materials.	2013-2015	Copy of POs Lists of materials	See site section below		1-3
The school will evaluate and purchase research-based standards aligned technology programs to support students in grades RLA/ELD and Math	2013-2015	Copy of POs	See site section below		1
TARI program participants will develop projects integrated art into RLA time and writing into Art classes (or the equivalent for Science)	2013-2015	Prin logs and notes	$0	NA	1
SCHOOL CLIMATE/CULTURE					
In conjunction with the district level racial equity work, sites will develop a plan to ensure that racial equity work at the site is focused on	2013-2015	Meetings on calendar	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
closing the academic disparity gaps.		Agendas			
A beginning of the year assembly or class meetings will be held to address issues of no name calling and anti-bullying strategies he school explicitly address anti-bullying and safe school activities throughout the school year	2013-2015	Meeting Agenda or staff com-munication with this info	$0	NA	1-3
The school implements the safe school activities	2013-2015	Prin logs and notes	$0	NA	1
Classroom and school wide rules are posted in every classroom along with positive rewards and consequences	2013-2015	Seen on visits & walkthroughs	$0	NA	1-3
The halls and walls reflect the race and culture of the students and families	2013-2015	Seen on visits & walkthroughs	$0	NA	1-3
Culture of the school reflects an inclusive environment that encourages all students to be academically successful and respects multicultural and multilingual differences.	2013-2015	Seen on visits & walkthroughs	$0	NA	1-3
The school will review the Healthy Kids Survey results and incorporate action steps in the School Safety Plan to address areas of need.	2013-2015	Mtg or collab agendas	$0	NA	1-3
Schools will utilize COST referral system for academic and social-emotional support	2013-2015	COST Forms	$0	NA	1-3
The school will monitor student referrals and suspension and provide intervention services as appropriate. The school will continue to enter student suspension and referral data into the Aeries system The school will monitor referral data monthly to identify students in need of intervention The school will develop an intervention plan for students listed above	2013-2015	Suspension and referral summaries from DO Site meeting agendas	$0	NA	1-3
PARENT INVOLVEMENT					
Outreach to parents of color will continue.	2013-2015	Prin notes on meetings/phone calls	$0	NA	1-3
All notices, reports, statements, or records sent to the parent or guardian of any pupil by the school or school district are, in addition to being written in English, written in the primary language(s) (at the same time), when 15 percent or more of the student population at the school site speak a single primary language other than English	2013-2015	Copies of flyers, newsletter in Eng and Span	$0	NA	1-3
The vision of the *Parent Equity* team (inclusion, respect, accountability) is visible throughout the school	2013-2015				1-3
The school will use *Blackboard* to inform parents of critical events and information	2013-2015	Blackboard log	$0	NA	1-3
LEADERSHIP AND GOVERNANCE					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
The School Site Council elections are held and the SSC memberships reflects the diversity of the students/families, as well as all requirements for its composition.	2013-2015	Flyers Agendas Newsletter announcements	$0	NA	1-3
The school has an articulated plan to increase the participation of parents of color into school governance and decision making.	2013-2015	Prin notes	$0	NA	1-3
Additions and modifications to the school plan will be approved by the SSC when they exceed more than 10% of the school's budget	2013-2015	Meeting notes and Site Plan Addendum	$0	NA	1-3
School Site Council will be trained in their role and responsibilities, SSC agendas will be posted 72 hours prior to the meeting, minutes will be provided following each meeting, by-laws will be established as appropriate.	2013-2015	SSC flyer SSC Agenda SSC minutes	$0	NA	1-3
An ELAC will be trained in their role and responsibilities and the committee will provide input to the SSC regarding school programs and student needs. If delegating to the SSC, an ELAC meeting is held and minutes reflect documentation of this process	2013-2015	ELAC flyer, agenda and minutes	$0	NA	1-3

STRATEGIC PROGRAM ACTION STEPS

School-specific Action Steps

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
ERWC training for ELA teachers to support students below proficiency in ELA.	13-14	Meeting Agendas	$1,300	EIA	1
10 teachers participate in **E3-Training**: Engaging Equity Everyday-teacher equity training	13-14	Meeting Agendas, class visits	$6,525	EIA	1-3
ELD coach to work one on one with teachers to support teachers with instructional strategies to support our EL students and align standards to the common core.	13-14	PPAF	$42,115	EIA	2
Reading Apprenticeship Training to support the transition to the common core.	13-14	Meeting Agendas, PO's	$18,800	EIA	1-3
Release time for teachers to work together and learn from each other	13-14	Agendas, work product	$10,400	EIA	1-3
Release time for math teacher to support reaching students not yet proficient in math.	13-15	Improvement in our assessment	$16,000	EIA	3

		results			
Math coach to support teachers in reaching struggling students and transition to the common core	13-14	Improvement in our assessment results	$41,250	EIA	3
Professional development and release time for English teachers to prepare for the transition to the common core.	13-14	Improvement on our assessment results	$25,000	EIA	1-2
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
.10 FTE FTK campus to support data collection and analysis of students	13-14	PPAF, work product	$2,800	EIA	1-3
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
Participate in 1 follow up session end of September for the **PLC Academy** participants and 1 customized **interactive webinar** per school site based on site needs (70 minutes) Elementary/Secondary: Principal & PLC Leadership to pre-plan with Solution Tree for your customized webinar(s) Provide 70-minute PLC staff development time					
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
ELA and Math					
Expand our multicultural non-fiction collection at both libraries	13-14	POs	$20,000	EIA	1-2
Purchase IXL program to support our students in algebra	13-14	PO	$720	EIA	3
Purchase scientific calculators to support math students reaching proficiency.	13-14	PO	$2,720	EIA	3
Purchase supplies for the libraries for both campuses	13-14	PO	$5,000 $5,000	EIA and site discretionary	1-3
World Languages					
Purchase supplementary materials in Spanish to support our Spanish speaking students	13-14	PO	$1,000	EIA	2
Purchase a class set of headsets and microphones for the FTK campus	13-14	PO	$1,069	Site Discretionary	
HISTORY/SOCIAL SCIENCE					
Purchase supplemental instructional materials in social studies to provide access to the core program for our ELD students	13-14	PO	$7,600 $2,644	EIA and Site Discretionary	2
Purchase white boards to utilize WOSH	13-14	PO	$120	EIA	1-2
Visual and Performing Art					
Purchase consumable supplies needed to maintain our VAPA programs	13-14	PO	$3,490	Site Discretionary	
Purchase consumables for SLAM program	13-14	PO	$2,500	Site	

				Discretionary	
PE					
Purchase equipment that has been lost or broken	13-14	PO	$2,000	Site Discretionary	
SCHOOL CLIMATE/CULTURE					
.80 FTE for Behavior Intervention and Character Development at the FTK campus.	13-14	Reduced referral and suspension rates	$10,254 $10,254	EIA and Site Discretionary	1-3
Support efforts to prepare all students to have the option to attend 4 year college within the AVID program by providing tutors for students within this program	13-14	PPAFs and UC a-g completion rate	$13,000	Site Discretionary	
Purchase the AVID rights so that we can continue this program that supports our college going culture	13-14	PO	$3,300	Site Discretionary	
Purchase database subscription renewal to support our efforts around research project standards of practice	13-14	PO	$6,304	Site Discretionary	1-2
PARENT INVOLVEMENT					
1.0 FTE Parent Liaison will work with our ninth grade students and their families to determine appropriate supports for our students not yet proficient in ELA or Math	13-14	Case management and GPA gains of 9th grade students	$50,000	EIA	1-3
Parent outreach efforts via educational summits and other trainings to support parent understanding of various educational requirements and systems to assist their student in ELA and math proficiency	13-14	Meeting agendas and sign in logs	$5,000	EIA	1-3
Blackboard module that enables teachers to contact parents in multiple languages will be utilized to communicate with our non-English and English speaking families regarding student progress.	13-14	PO	$3,901	EIA	1-3
Provide parents information regarding the resources and activities of the school in multiple languages via schoolwires program.	13-14	PO	$2,665	EIA	1-3

Other Required Elements

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

Multi-funded students receive the core curriculum through the district's instructional delivery system supported by district funds, and appropriate supplemental program services to support or extend their learning as needed. These specially funded program services support and do not supplant the district's core curriculum or services. They are coordinated to provide a coherent educational experience and are evaluated through the analysis of disaggregated students' achievement data.

The two major purposes of San Leandro Unified School District's participation in School Based Coordinated Programs are to:

Allow for collaborative planning of strategies and instructional practices to assist special needs students to succeed in the core curriculum.
Provide for articulation between classroom teachers and auxiliary personnel regarding how auxiliary services support special needs students in the core curriculum.

Instructional and auxiliary services are provided to meet the needs of each of the student populations listed below, regardless of whether the school receives state and federal supplementary funding for each of the groups:
Limited English proficient students
Socio-economically disadvantaged students
Gifted and talented students
Students with exceptional needs (Special Education Services)
Historically underserved populations (African American, Latino, Standard English Learners)

Limited English Proficient Students (ELL):
Limited English proficient students are placed with appropriately certificated teachers or teachers-in-training to receive simultaneous instruction in English Language Development and in the core curriculum. As required by law parental exception waivers are available for alternative program placement (K-5 bilingual instruction).

The goal for all English learners is the rapid, effective and efficient development of proficiency in English and in the core academic areas. The rich standards-based curriculum is accessible to all students through primary language support, Specially Designed Academic Instruction in English (SDAIE), and English language Development (ELD) as appropriate. Guidelines and procedures for assessment, placement, monitoring, transition (in the case of bilingual students) and reclassification are outlined in the District Master Plan.

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

Educationally Disadvantaged Students (CON 20h): ***EIA & Title I: Describe EIA and/or Title I services at your school site in these two areas:***

- ***Site-funded Professional Development and Coaching Plans***
- ***Teachers will participate in the Reading Apprenticeship Program***
- ***Teachers will participate in the E3 training (Engaging Equity Everyday)***
- ***Teachers will participate in the ERWC training***
- ***Math Teachers will work with a coach to support the transition to the common core.***
- ***ELD coach will work with our ELD teachers to support their acquisition of English***

Site-funded Parent Involvement Activities

- **Parent Equity Group supports the engagement of our families of color**
- **Coffee and Conversation Group supports parent involvement**
- **Parent Liaison supports the engagement of families of struggling students**

Gifted and Talented Education (GATE):
Due to the state's Tier III flexibility, the GATE funds for the District have been swept and will be used for "any educational purpose*". Due to budget cuts, testing to identify GATE students will be limited to the 3rd grade.* Differentiated instruction is provided in classrooms to meet the needs of our GATE students.

SPECIAL EDUCATION PLAN AND CHECKLIST

Check off all of the special education services provided at the school site:
☒ Resource Program Specialist (RSP)
☒ Special Day Class-mild to moderate (SDC-mm)
☒ Special Day Class-moderate to severe (SDC-ms)
☒ Speech/Language Specialist (S/L)
☒ Adaptive PE Teacher (APE)
☒ Specialized Health Care Nurse (SPHC)
☐ Itinerant Specialist for Physically Handicapped (ISPH)
☐ Behavioral Specialist
☐ Vision Handicapped Specialist (VH)
☐ Itinerant Specialist DHOH
☒ Psychologist
☐ Program Specialist for Workability
☐ Program Specialist for Transition Opportunity Program (TOPS)

How does the school site assure that all identified special education students are appropriately served?

☐ Attendance records from each service provider
☒ Staff that work with student have access and understanding of IEP
☒ Class lists for RSP, SDC and DIS provided by Special Services Department indicate appropriate placement as per the IEP
☒ Administrators or designee attend IEP meetings and review IEPs for compliance
☒ Students registered at the sites that have previous IEP records forward the records to the Special Services Department to ensure appropriate placement
☐ Other

How does the plan address the curriculum, instructor strategies, and materials needed by identified special education students so that they may participate successfully in the district's core curriculum?

☒ District trainings available to appropriate personnel
☒ Core curriculum materials within special education classroom as appropriate
☒ Collaboration between general education and special education staff for materials, strategies, etc.
☒ Staff and/or department meetings to address curriculum, etc.
☐ Other

How does the school site meet the instructional needs of special education students?

☒ Follow the completed and signed IEP
☒ Collaboration between general education and special education
☒ General education staff have access to student IEP as appropriate
☒ Case managers coordinate services between DIS and general education teachers
☒ Core curriculum materials are provided to special education staff as appropriate
☐ A variety of service delivery systems as identified on the IEPs are provided
☐ Other

How are services provided by the SDC, RSP and/or DIS to non-identified special needs students?

☒ Special education staff members may attend SST meeting

☐ Special education staff may observe students who have not yet been identified as special education students and provide feedback to general education staff
☒ A special education teacher may consult with a general education teacher regarding a non-identified student
☐ General education teachers may observe SDC classrooms to obtain instructional strategies and/or ideas that can be used in general education classroom.
☒ Special education staff may attend district-wide trainings offered by
Special Services Department

Describe the services the RSP and/or DIS specialists provide in the general education classroom.

☐ RSP and DIS specialists may observe student in the general education setting and provide feedback to staff
☐ RSP and DIS specialists may model lessons to general education staff upon request
☒ RSP and DIS specialists may consult with general education teachers informally
☒ Sharing of materials, ideas and strategies between general education and special education staff
☐ Other

How do you monitor success and failure? How do you monitor student progress toward completion of graduation requirements?

☒ Report cards on a trimester or quarterly schedule
☒ Daily or weekly progress reports as needed
☒ Annual IEP reviews with updated assessments and objectives
☒ Parent initiated conferences include update on attainment of graduation requirements
☒ IEP meetings include update on graduation requirements
☒ Students meet with counselors to discuss graduation requirements (parent may also attend)
☒ The principal ensures that accommodations are occurring as per the IEP
☒ Students who appear or may be failing meet with site counselor who provide options and directions for the students/parents
☒ Principal reviews any of the above and confers with staff as appropriate to ensure student success

Budgeting

Centralized Services (district provides)

The district coordinates many services with categorical funding. The centralization of services helps to ensure that all eligible students are receiving adequate and appropriate support as efficiently as possible. Here are the main services that are centralized:

EIA-LEP

EL Clerks who maintain records, administer assessments, help with reclassification of ELs and carry out other EL-related duties as assigned

EL CELDT Testing coordination and EL Master Plan implementation throughout the year

EIA-SCE

Administrators support to sites with direct professional development in the form of training, coaching and other forms of direct support for principals, coaches, clerks, para-educators and teachers.

Mental Health Counseling Services provided to each school (to below proficient students)

2013-14 Funding for these Centralized Services from Current Base and Carryover allocations:

This is in addition to what was also directly allocated to site.

School	Title I Amt*	EIA-LEP Amt	EIA-SCE Amt
Garfield	$31,509	$14,285	$11,555
Jefferson	$60,098	$23,629	$15,039
Madison	NA	$9,613	$7,573
McKinley	$41,971	$17,430	$12,302
Monroe	$30,414	$10,332	$8,497
Roosevelt	NA	$6,828	$8,106
Washington	$38,565	$18,418	$11,982
Wilson	$69,222	$30,637	$21,155
Bancroft	$77,960	$14,016	$21,581
Muir	$75,426	$12,039	$20,621
SLHS	NA	$26,234	$68,441
Lincoln	NA	$1,527	$3,022
Totals	**$425,164**	**$184,987**	**$209,874**

*Title I includes the required 30% reservations listed above

Budgeting

State Programs and Budgets Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
☐ *California School Age Families Education* *Purpose: Assist expectant and parenting students succeed in school.*	$NA
☒ **Economic Impact Aid/ State Compensatory Education** **Purpose: Help educationally disadvantaged students succeed in the regular program.**	$176,430
☒ **Economic Impact Aid/ English Learner Program** **Purpose: Develop fluency in English and academic proficiency of English learners**	$44,759
☐ *High Priority Schools Grant Program* *Purpose: Assist schools in meeting academic growth targets.*	$NA
☐ *Instructional Time and Staff Development Reform* *Purpose: Train classroom personnel to improve student performance in core curriculum areas.*	$NA
☐ *Peer Assistance and Review* *Purpose: Assist teachers through coaching and mentoring.*	$NA
☒ *Pupil Retention Block Grant* *Purpose: Prevent students from dropping out of school.*	$16, 698
☐ *School and Library Improvement Program Block Grant* Purpose: Improve library and other school programs.	$NA
☐ *School Safety and Violence Prevention Act* *Purpose: Increase school safety.*	$NA
☐ *Tobacco-Use Prevention Education* *Purpose: Eliminate tobacco use among students.*	$NA
☐ List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	$
Total amount of state categorical funds allocated to this school	$237,878

Budgeting

Federal Programs and Budgets Included in this Plan

Federal Programs under No Child Left Behind (NCLB)		Allocation
☐	*Title I, Neglected* *Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution*	$NA
☐	*Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth*	*$NA*
☐	**Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas**	*$NA*
☐	*Title I, Part A: Schoolwide Program* *Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency*	$NA
☐	*Title I, Part A: Program Improvement* *Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups*	$NA
☐	*Title II, Part A: Teacher and Principal Training and Recruiting* *Purpose: Improve and increase the number of highly qualified teachers and principals*	$NA
☐	*Title II, Part D: Enhancing Education Through Technology* *Purpose: Support professional development and the use of technology*	$NA
☐	*Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students* *Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards*	$NA
☐	*Title IV, Part A: Safe and Drug-Free Schools and Communities* *Purpose: Support learning environments that promote academic achievement*	$NA
☐	*Title V: Innovative Programs* *Purpose: Support educational improvement, library, media, and at-risk students*	$NA
☐	*Title VI, Part B: Rural Education Achievement* *Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs*	$NA
☐	Other Federal Funds (list and describe[1])	$NA
	Total amount of federal categorical funds allocated to this school	$
	Total amount of state and federal categorical funds allocated to this school	$

[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Budgeting
Site Plan Budgeting Chart

EIA-SCE (Should Be SSC approved and in School Plan)

This budget (7090) is for action steps targeting EDY students
EDY is all English Learners + Non-EL below proficient in either Math or ELA
*******Cannot be used for students who are proficient*****

Action Step Items	Est Cost	12-13 YTD Actuals
1.0 Parent liason FTK campus to support families of students not yet proficient in ELA or math	$50,000	$24,945
Reading Apprenticeship Training to support students not yet proficient in ELA	$18,800	$30,000
Teacher Release time to participate in E3 training	$6,500	$6,525
Parent Outreach efforts to support our parents of students	$5,000	$3,220
Teleparent module that enables teachers to contact parents in multiple languages	$3,901	$3,901
Teacher release time to observe and learn from each other	$10,400	$11,600
Schoolwires web program that translates information into other languages	$2,665	$2,610
.10 FTE FTK campus to support data collection and analysis of students not yet proficient	$2,800	$2,772
.20 Release Math teacher to support teachers in reaching students not yet proficient	$16,000	
Math Coach to support struggling students	$41,250	
.40 Behavior Intervention/Character development FTK for non prof.students	$10,254	
EL Supplementary textbook in social studies	$7,610	
4x3 white boards for 2 social studies for WOSH	$120	
multicultural nonfiction book collection for both libraries	$17,000	$7,152
IXL math program	$720	$960
scientific calculators to support students in mathematical proficiency	$2,720	
supplies for libraries to support students	$5,000	
ERWC training for English teachers to support students below proficiency in 11th grade	$1,300	
WL supplementary materials for the Spanish speaking students	$1,000	
English department support for common core	$25,000	
Total in budget	$228,040	$93,685
Total allocation	$228,430	(52000 in caryyover)
Balance	$390	

EIA-LEP (Should Be SSC approved and in School Plan)

This budget (7091) is for action steps targeting English Learners ONLY
EL means current English Learners (not RFEP)
*******Cannot be used for Non-English Learners****

Action Step Items	Est Cost	12-13 Actuals
.40 FTE EL coach supporting EL students and EL teachers	$42,115	$42,115

EL Supplementary textbook in social studies	$2,644	
Total in budget	$44,759	$42,115
Total allocation	$44,759	
Balance	$0	

OPTIONAL CHART: Site Discretionary (not SSC approved)

Action Step Items	Est Cost	12-13 Actuals
AVID Tutors	$13,000	$3,318
AVID Rights	$3,300	
Supplies	$53,000	$64,323
Computer repairs	$8,000	$3,000
Postage	$23,910	$23,910
.40 Behavior Intervention/Character Development FTK campus	$10,254	$14,933
Art Consumables	$3,490	$6,439
SLAM Consumables	$2,500	
magazine subscription and supplies for both libraries	$5,000	$15,212
library database renewal	$6,304	$6,304
PE equipment	$2,000	$3,225
print cartridges for keyboarding	$2,145	$2,145
class set of headsets and mics for FTK campus	$1,069	
Total in budget	$133,972	
Total allocation	$135,316	(14000 carryover)
Balance	$1,344	

OPTIONAL CHART:Pupil Retention (not SSC approved)

Action Step Items	Est Cost	12-13 Actuals
Course Directory	$4,202	$4,202
Detention	$3,829	$3,829
Saturday School	$8,667	$8,667
Total in budget	$16,698	
Total allocation	$17,000	
Balance	$302	

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[2]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Linda Granger	X				
Lori Watson			X		
Deborah Maynard		X			
Roxanne Ansolabehere			X		
Leon Chang		X			
Marie Duffey		X			
Diane Dove		X			
Valarie Sowers		X			
Athena Fong					X
Ellie Erickson					X
Leandra Lumagui					X
Karla Zapien					X
Juan Gonzalez				X	
Jodie Jonas				X	
Tom Scovill				X	
Jill Raimondi				X	
Numbers of members of each category	1	5	2	4	4

[2] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

San Leandro Unified School District

ELAC Recommendations to SSC on Single Plan for Student Achievement, 2012-13

School Site: _____SLHS_____

PARA/TO: Concilio Escolar/SSC Director y Personal Escolar/ Principal and Staff	**ELAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ **RECOMMENDATION(S)** **EL counselor** **Parent Liaison** **ELD Coach** **Parent outreach**	**RECOMENDACION(ES)/** **RECOMMENDATION(S)**
PROPOSITO PARA ESTA RECOMENDACION/ **PURPOSE FOR RECOMMENDATION:** **Counselor focused on providing support to EL students.** **Need Spanish speaking staff member to outreach to Spanish speaking families.** **ELD coach will assist teachers in supporting students who are new to this country.** **Need parent outreach to make school more welcoming to our families.**	**RESPUESTA AL COMITE ELAC/** **RESPONSE TO ELAC*:**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE:**

San Leandro Unified School District
SAC Recommendations to SSC on Single Plan for Student Achievement, 13-14

School Site: _____SLHS_____

PARA/TO: Concilio Escolar/SSC Director y Personal Escolar/ Principal and Staff	**SAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ **RECOMMENDATION(S)** **Parent outreach to families of color.**	**RECOMENDACION(ES)/** **RECOMMENDATION(S)**
PROPOSITO PARA ESTA RECOMENDACION/ **PURPOSE FOR RECOMMENDATION:**	**RESPUESTA AL COMITE SAC/** **RESPONSE TO SAC*:**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE:**

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply)****:*

_X__ School Advisory Committee for State Compensatory Education Programs

_X_ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other ***(list)***

The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

__Linda Granger _____	_____	_____
Typed name of school principal	Signature of school principal	Date
__Juan Gonzalez_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendices:

APPENDIX A: School Accountability Report Cards (SARC)

APPENDIX B: Charts for "Step 1: Analyze Student Achievement Data"
Demographic Data (district provides these resources for comparing school data)
% Race/Ethnicity by School
% Language Fluency Groups: EL, RFEP, IFEP & EO by School
Academic Achievement Data (District Provides)
CST Data: 2012
Schoolwide 2-Year Change in STAR CST
Schoolwide 4-Year Trends in ELA CST by Grade
Schoolwide 4-Year Trends in Math CST by Grade
Schoolwide 4-Year Trends in Science CST by Grade
API Data 2012 (District Provides)
Districtwide API Chart with:
Schoolwide API
Statewide Rank
Similar Schools Rank
Student Subgroup API ---2 years
Schoolwide 4-Year Trends in API
AMAO Data-CELDT 2013 (District Provides)
AMAO 1 Districtwide chart
AMAO 2 Districtwide Chart
Non-Academic Data (District Provides)
2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
2011-12 and 2012-13 Average Monthly Attendance
2011-12 and 2012-13 Suspensions by Race

APPENDIX C: Worksheets for STUDENT ACADEMIC LEARNING GOALS

San Leandro High School

2200 Bancroft Ave. • San Leandro, CA 94577 • (510) 618-4600 • Grades 9-12
Linda Granger, Principal lgranger@slusd.us

2011-12 School Accountability Report Card Published During the 2012-13 School Year

San Leandro Unified School District
14735 Juniper St. San Leandro, CA 94579 (510) 895-4199
www.sanleandro.k12.ca.us

District Governing Board
Lance James
Ron Carey Mike Katz-Lacabe
Jason Toro
Diana J. Prola
Vince J. Rosato
Elisha FelicianoStudent Board Member

District Administration Cindy M. Cathey **Superintendent**

Debbie Wong **Assistant Superintendent Educational Services**

Song Chin-Bendib **Assistant Superintendent Business & Operations**

John Thompson **Senior Director II Human Resources**

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (510) 618-4600.

School Description

Welcome to San Leandro High School. SLHS is a large, diverse comprehensive high school with outstanding programs for students. In the last few years we have seen great growth in our AP programs, with several new AP courses and new elective classes being added to our curriculum. We strive to provide a challenging learning experience for all students.

Our AVID, SLAM (multimedia), Social Justice, and our Business Academy continues to win awards and recognition: our Business Academy regularly sends students to national competitions to present their business plans. Our multimedia students are county award winners and their projects demonstrate industry standard skills. Our Social Justice Academy has become an award winning program. We continue to expand our AVID program to support our efforts to prepare students to enter directly into a four year university upon graduation from high school.

In the fall of 2010 we opened our state of the art campus for our ninth grade students, providing the opportunity for improved academic success for these students. Our students also continue to excel outside the classroom. Our sports program is extremely strong, as is our activities and extracurricular programs. There is something for everyone at SLHS!

Our School Site Council, United Parents, Parent Equity Group, English Language Advisory Committee, teachers, classified staff, and administrators invite you to come to the school and be part of our “Pirate” family!

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission Statement

At San Leandro High, we want students to leave San Leandro High School as prepared and productive members of society, all having options of attending four year university, community college, vocational trade school, or enter into public service.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at San Leandro High School. Parents may participate in the Parent Equity Group, the English Language Advisory Committee (ELAC), the Boosters Club, GEAR Up Parent Group, and the United Parents of San Leandro High School.

San Leandro High School has partnerships with the following community organizations and businesses: Eden Area ROP, the Chamber of Commerce, Kiwanis, Rotary, and Lion's Club.

Contact Information

Parents who wish to participate in San Leandro High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4600.

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	694
Gr. 10	713
Gr. 11	639
Gr. 12	717
Total	2,763

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	18.8
American Indian or Alaska Native	0.3
Asian	17.6
Filipino	9.2
Hispanic or Latino	39.8
Native Hawaiian/Pacific Islander	1.6
White	11.8
Two or More Races	0.9
Socioeconomically Disadvantaged	63.7
English Learners	29.7
Students with Disabilities	10.4

Average Class Size and Class Size Distribution

	Average Class Size			1-20			21-32			33+		
	10	11	12	10	11	12	10	11	12	10	11	12
English	26	22.1	23.3	11	51	48	75	57	50	6	11	30
Math	26	24.8	23.6	16	26	39	49	38	22	11	15	36
Science	25	24.9	27.9	7	18	6	71	65	70		0	0
SS	11	25.2	28.4	7	18	10	55	46	33	5	10	25

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions

School	09-10	10-11	11-12
Suspensions Rate	31.84	28.6	35.81
Expulsions Rate	1.45	1.2	0.19
District	**09-10**	**10-11**	**11-12**
Suspensions Rate	21.57	18.68	17.75
Expulsions Rate	0.76	0.77	0.11

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern of San Leandro High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated every fall by the administration, evacuation procedures are updated and reviewed with the staff and practiced each fall and spring with the students. The safety plan was reviewed by the School Site Council in February and approved in March. The key elements of the School Site Safety Plan include disaster plans and drills. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year.

To ensure student safety, staff members supervise students regularly and at all times. Any visitors to the campus are required to check in at the principal's office.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

Year and month in which data were collected: 09/30/2011

Age & Condition of Facilities

San Leandro High School was originally constructed in the 1940s and is currently comprised of 95 permanent classrooms, a library, a staff lounge, a multi-purpose/cafeteria room, three computer labs, a gymnasium, and an athletic field. The Fred T. Korematsu ninth grade campus was completed in Fall 2010. A new Arts Education Center, with a 550 seat theater, was completed in Spring 2011. The school's Career Technical Education Center was completed in Summer 2012, which includes state-of-the-art industrial arts programs and equipment.

Cleaning Process

The administration works daily with 11 full-time custodians to ensure that the cleaning of both campuses is maintained to provide clean and safe school environments.

Maintenance & 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 to emergency repairs. At the time of publication 100% of San Leandro High School's restrooms were in good working order. The chart illustrates the results of the most recent facilities provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state 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/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated $164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
Repair Status / System Inspected	Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Ceiling tiles missing/stained-Entry; Library; Hall by Gym; Rooms 406, 430, 429, 214, 218, 225, 242, 341, Locker Room. Cove base missing-Locker Room. Cabinet drawers painted shut-Room 104. Dimples in floor-Rooms 104, 210. Floor tiles missing-Rooms 208, 114, 111. Hole in floor-Room 208. Pipe sticking up from floor-Room 227.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Data cover plates missing-Library, Room 108. Lights out-Gym, Rooms 225, 347. Light fixture lens missing-Rooms 429, 247. Cover plates missing-Room 242. Lights not working properly-Room 211.

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[ ]	[X]	Loose toilet seat-by office, near 102, Restroom by 215, Restroom near 238. Towel dispenser missing cover-Restroom near 202. Vending machine broken-Restroom near 233. Fountain missing push button-Room 141.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	1 window opens unevenly and 1 window doesn't open-Rooms 119, 113. Fire extinguisher on shelf-Rooms 211, 210, 119, 116, 111.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[ ]	[ ]	[X]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	111	122	117
Without Full Credential	10	0	3
Teaching Outside Subject Area	1	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	416
Without Full Credential	♦	♦	6

* Lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

"Misassignments" refers to the number of positions filled by teachers who

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Teachers are provided multiple opportunities for staff development throughout the year. Every Wednesday morning, teachers participate in one hour of collaboration time within their departments or interdepartmental groups to further the department or schoolwide goals. A team of teachers were trained in utilizing the Professional Learning Community format to support our efforts to improve the academic success of all of our students. Additionally, teachers were trained in Reading Apprenticeship so that they can support our students in improving academic literacy across the curriculum. Instructional coaches support our new teachers and ELD teachers throughout the year as well.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.08	0.92
Districtwide		
All Schools	96.52	3.48
High-Poverty Schools	96.44	3.56
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	7
Other	
Average Number of Students per Staff Member	
Academic Counselor	450

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,650	$316	$4,333	$72,129
District	♦	♦	$5,389	$74,037
State	♦	♦	$5,455	$66,336
Percent Difference: School Site/District				-8.72%
Percent Difference: School Site/ State			-1.21%	-0.83%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,832	$40,656
Mid-Range Teacher Salary	$67,857	$64,181
Highest Teacher Salary	$90,079	$82,486
Average Principal Salary (ES)	$109,795	$102,165
Average Principal Salary (MS)	$116,087	$108,480
Average Principal Salary (HS)	$134,757	$117,845
Superintendent Salary	$204,399	$181,081
Percent of District Budget		
Teacher Salaries	47%	40%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

San Leandro Unified School District spent an average of $7,709 to educate each student (based on 2010-11 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide. In addition to general state funding, San Leandro Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Tenth Grade Counseling
- Gifted & Talented Pupils
- School Improvement Program
- Special Education Transportation
- Drug/Alcohol/Tobacco Funds
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Title IV Safe & Drug Free Schools & Communities
- Vocational and Applied Technology Education Act
- Federal, Special Education, Discretionary Grants

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December, 2012

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0.0%

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Heinle & Heinle, Adopted 2010 Holt, Rinehart & Winston, Adopted 2003 Hampton Brown, Adopted 2011
Mathematics	McDougal Littell, Adopted 2008 Pearson/Prentice Hall, Adopted 2008 W.H. Freeman, Adopted 2008
Science	Benjamin Cummings, Adopted 2007 Houghton Mifflin, Adopted 2007 Pearson/Prentice Hall, Adopted 2009 Prentice Hall, Adopted 2007 Thomsom/Heinle, Adopted 2007
History-Social Science	Holt, Adopted 2006 McDougal Littell, Adopted 2006
Foreign Language	Prentice Hall, Adopted 2003
Health	Glencoe, Adopted 2004
Visual and Performing Arts	Davis Publications, Adopted 2008

Student Performance Data

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison (A Composite of CST, CMA and CAPA)

Percent of Students Scoring at Proficient or Advanced									
Subject	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	39	40	45	44	45	48	52	54	56
Math	13	15	16	35	36	37	48	50	51
Science	45	42	39	50	53	49	54	57	60
H-SS	37	38	37	38	39	37	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group (A Composite of CST, CMA and CAPA)

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	37	49	37
All Student at the School	45	16	39	37
Male	42	17	42	40
Female	48	15	36	34
Black or African American	36	8	27	25
American Indian or Alaska Native				
Asian	63	40	53	59
Filipino	61	18	53	53
Hispanic or Latino	36	8	31	28
Native Hawaiian/Pacific Islander	38	17		19
White	54	17	53	42
Two or More Races	41	9		31
Socioeconomically Disadvantaged	38	13	31	32
English Learners	7	10	1	6
Students with Disabilities	26	12	20	12
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.9	19.5	37.9

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/DataQuest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	18	-4	4
Black or African American	23	8	3
American Indian or Alaska Native			
Asian	37	-6	-9
Filipino	14	24	21
Hispanic or Latino	16	-1	11
Native Hawaiian/Pacific Islander			
White	0	-17	1
Two or More Races			
Socioeconomically Disadvantaged	18	6	4
English Learners	24	2	-1
Students with Disabilities	2	13	23

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	3	4	3
Similar Schools	2	4	2

Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		58.3

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,911	6,356	4,664,264
	API-G	702	743	788
Black or African American	Students	368	1,049	313,201
	API-G	645	673	710
American Indian or Alaska Native	Students	5	20	31,606
	API-G		694	742
Asian	Students	318	960	404,670
	API-G	831	855	905
Filipino	Students	181	516	124,824
	API-G	787	812	869
Hispanic or Latino	Students	788	2,871	2,425,230
	API-G	650	703	740
Native Hawaiian/ Pacific Islander	Students	26	79	26,563
	API-G	637	670	775
White	Students	206	704	1,221,860
	API-G	737	793	853
Two or More Races	Students	18	140	88,428
	API-G	725	829	849
Socioeconomically Disadvantaged	Students	1,117	4,059	2,779,680
	API-G	674	712	737
English Learners	Students	582	2,564	1,530,297
	API-G	629	710	716
Students with Disabilities	Students	206	833	530,935
	API-G	499	596	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements

Group	Graduating Class of 2012		
	School	District	State
All Students	93.21	92.45	---
Black or African American	91.35	90.55	---
American Indian or Alaska Native	75.00	80.00	---
Asian	97.20	96.55	---
Filipino	98.39	97.01	---
Hispanic or Latino	90.99	90.55	---
Native Hawaiian/Pacific Islander	81.82	83.33	---
White	93.62	93.00	---
Two or More Races	87.50	87.50	---
Socioeconomically Disadvantaged	92.46	91.00	---
English Learners	75.00	77.78	---
Students with Disabilities	77.78	79.45	---

Dropout Rate and Graduation Rate

Indicator	2008-09	2009-10	2010-11
School			
Dropout Rate (1-year)	4.4	16.6	12.5
Graduation Rate	85.60	84.07	84.17
District			
Dropout Rate (1-year)	5.2	16.9	13.5
Graduation Rate	83.59	82.89	82.35
State			
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced

Subject	2009-10	2010-11	2011-12
School			
English-Language Arts	52	49	47
Mathematics	49	43	44
District			
English-Language Arts	51	49	47
Mathematics	49	42	44
State			
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	---
English	3	---
Fine and Performing Arts	1	---
Foreign Language	3	---
Mathematics	8	---
Science	4	---
Social Science	8	---
All courses	29	4.6

Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	53	22	25	56	32	12
All Students at the School	53	22	25	56	32	12
Male	59	20	21	55	32	13
Female	46	24	30	57	32	11
Black or African American	56	23	20	70	26	4
American Indian or Alaska Native						
Asian	40	22	38	25	40	35
Filipino	42	17	41	46	34	19
Hispanic or Latino	63	20	17	68	27	5
Native Hawaiian/Pacific Islander	60	27	13	60	33	7
White	39	28	32	45	45	10
Two or More Races						
Socioeconomically Disadvantaged	60	21	19	62	29	9
English Learners	100	0	0	86	14	0
Students with Disabilities	88	8	5	89	9	2
Students Receiving Migrant Education						

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Career Technical Education Programs

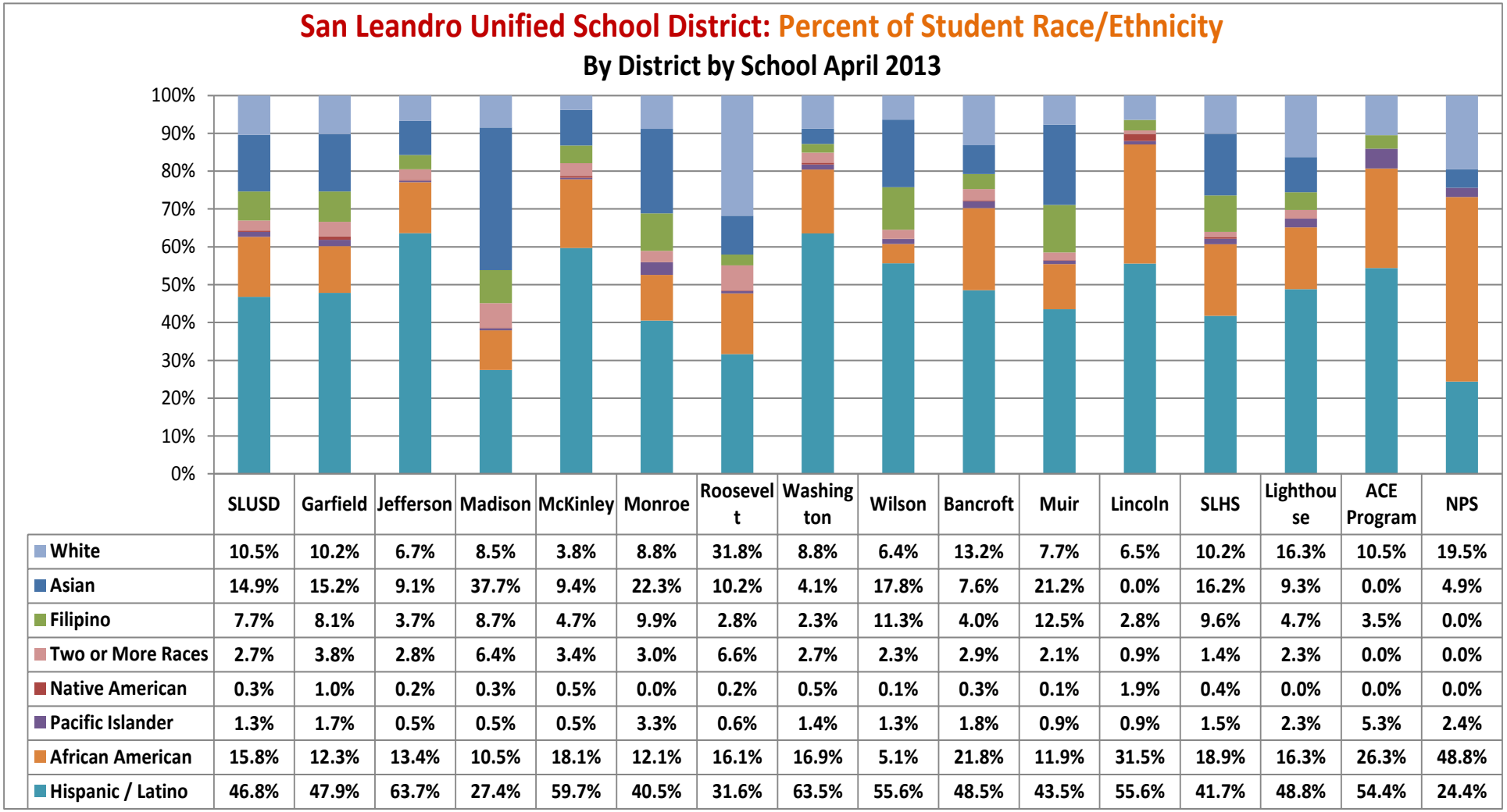
This section provides information about Career Technical Education (CTE) programs including:

San Leandro High School Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills individuals need to prepare for further education and for careers in current or emerging employment sectors. The table displays questions and answers about student participation in San Leandro High School's Career Technical Education (CTE) programs.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1,170
Percent of pupils completing a CTE program and earning a high school diploma	97.0
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	20.0

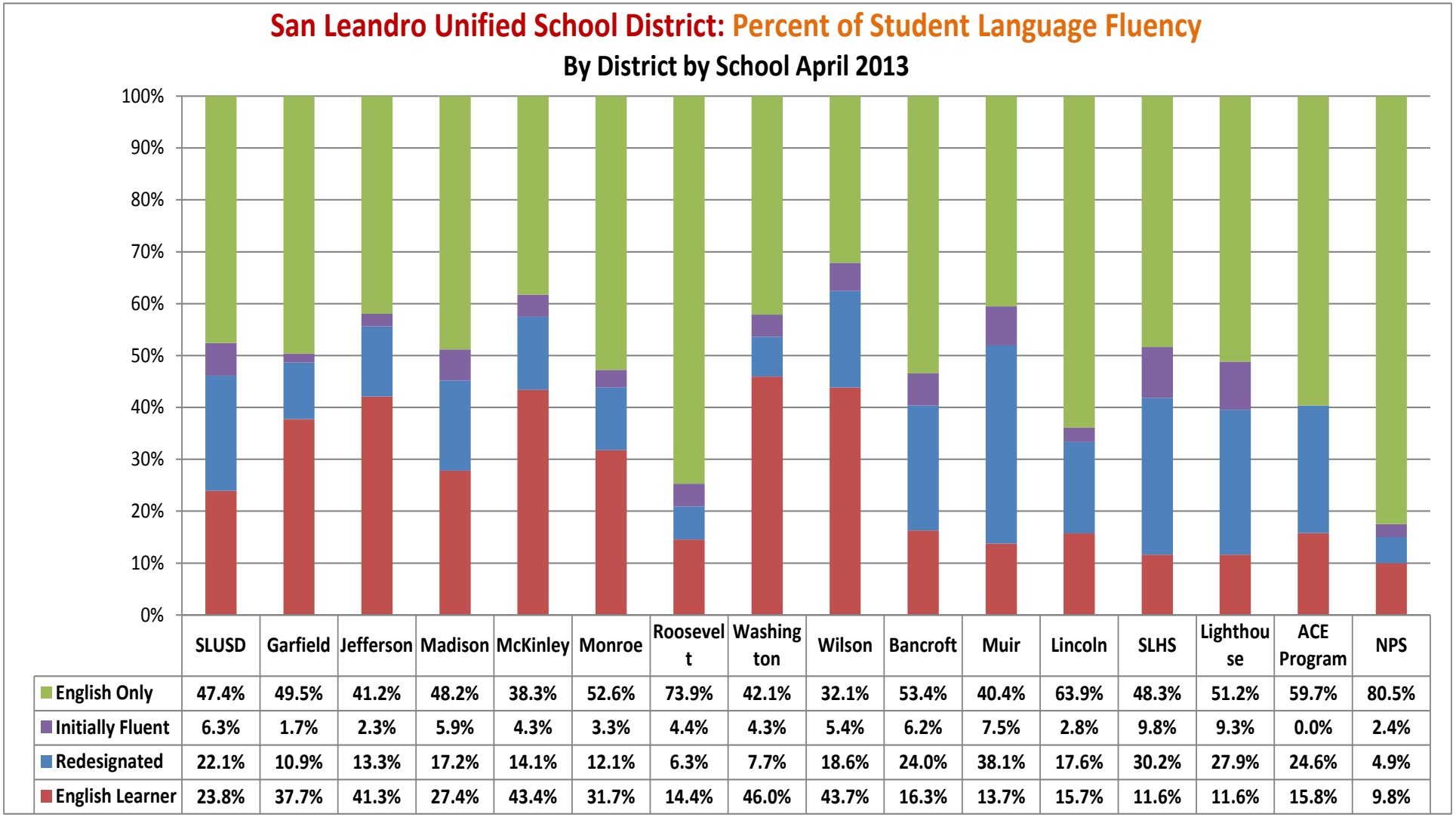
Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	65.6
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	39.4

APPENDIX B: Demographic Data
% Race/Ethnicity by School (resource for comparing schools)



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
White	10.5%	10.2%	6.7%	8.5%	3.8%	8.8%	31.8%	8.8%	6.4%	13.2%	7.7%	6.5%	10.2%	16.3%	10.5%	19.5%
Asian	14.9%	15.2%	9.1%	37.7%	9.4%	22.3%	10.2%	4.1%	17.8%	7.6%	21.2%	0.0%	16.2%	9.3%	0.0%	4.9%
Filipino	7.7%	8.1%	3.7%	8.7%	4.7%	9.9%	2.8%	2.3%	11.3%	4.0%	12.5%	2.8%	9.6%	4.7%	3.5%	0.0%
Two or More Races	2.7%	3.8%	2.8%	6.4%	3.4%	3.0%	6.6%	2.7%	2.3%	2.9%	2.1%	0.9%	1.4%	2.3%	0.0%	0.0%
Native American	0.3%	1.0%	0.2%	0.3%	0.5%	0.0%	0.2%	0.5%	0.1%	0.3%	0.1%	1.9%	0.4%	0.0%	0.0%	0.0%
Pacific Islander	1.3%	1.7%	0.5%	0.5%	0.5%	3.3%	0.6%	1.4%	1.3%	1.8%	0.9%	0.9%	1.5%	2.3%	5.3%	2.4%
African American	15.8%	12.3%	13.4%	10.5%	18.1%	12.1%	16.1%	16.9%	5.1%	21.8%	11.9%	31.5%	18.9%	16.3%	26.3%	48.8%
Hispanic / Latino	46.8%	47.9%	63.7%	27.4%	59.7%	40.5%	31.6%	63.5%	55.6%	48.5%	43.5%	55.6%	41.7%	48.8%	54.4%	24.4%

APPENDIX B: Demographic Data
% EL, RFEP, IFEP & EO by School (resource for comparing schools)



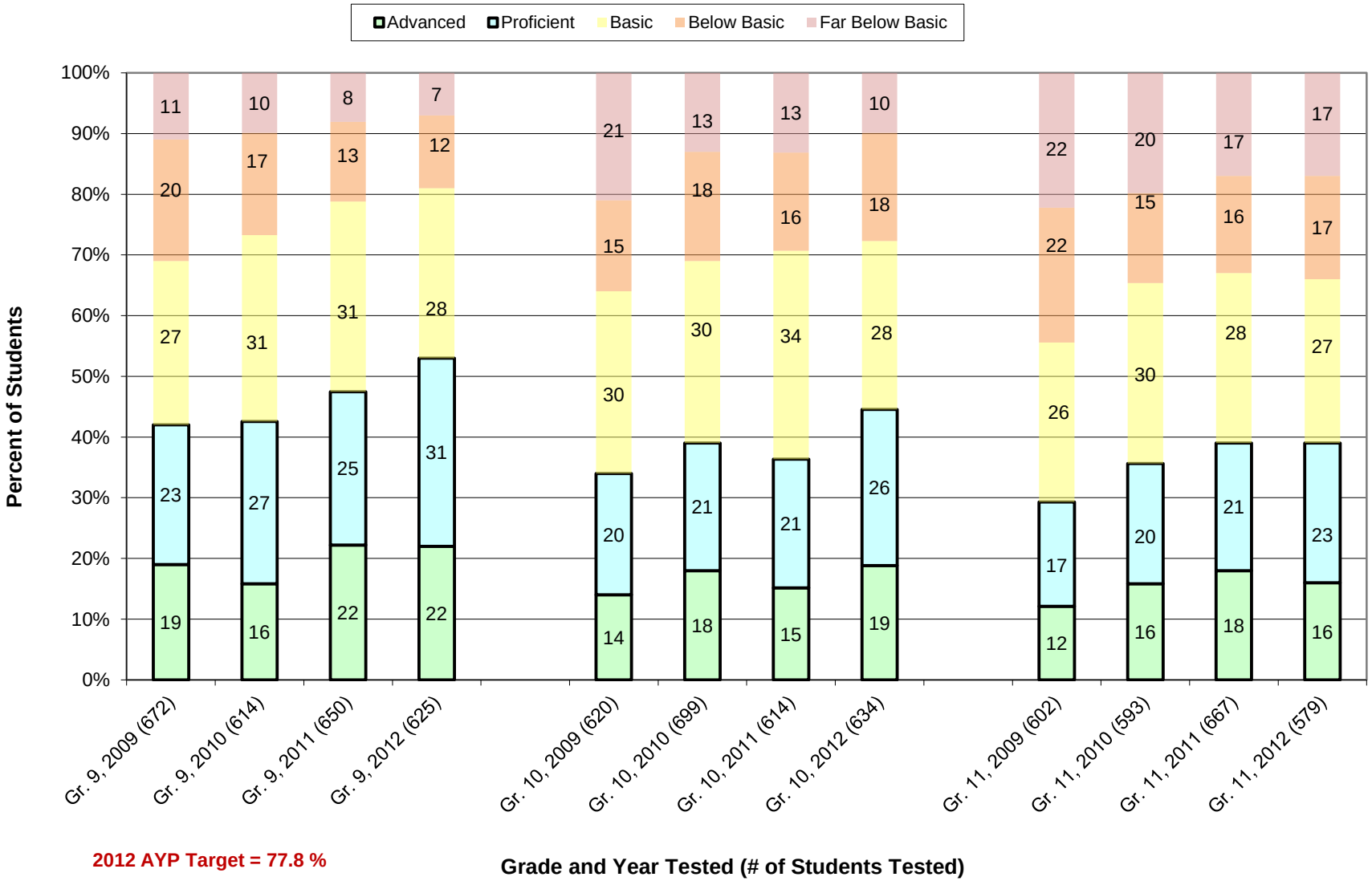
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
English Only	47.4%	49.5%	41.2%	48.2%	38.3%	52.6%	73.9%	42.1%	32.1%	53.4%	40.4%	63.9%	48.3%	51.2%	59.7%	80.5%
Initially Fluent	6.3%	1.7%	2.3%	5.9%	4.3%	3.3%	4.4%	4.3%	5.4%	6.2%	7.5%	2.8%	9.8%	9.3%	0.0%	2.4%
Redesignated	22.1%	10.9%	13.3%	17.2%	14.1%	12.1%	6.3%	7.7%	18.6%	24.0%	38.1%	17.6%	30.2%	27.9%	24.6%	4.9%
English Learner	23.8%	37.7%	41.3%	27.4%	43.4%	31.7%	14.4%	46.0%	43.7%	16.3%	13.7%	15.7%	11.6%	11.6%	15.8%	9.8%

APPENDIX B: Academic Achievement Data
CST Data: 2012
Schoolwide 2-Year Change in STAR California Standards Test

District/School	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS	Lincoln
ELA	3.2	-7.7	2.3	11.5	-6.4	2.9	10.5	-2.2	5.2	0.8	3.8	4.5	-0.5
Math	1.0	-9.8	-0.2	3.8	-1.9	5.2	3.7	-5.4	0.4	2.6	2.3	0.6	5.3
Grade-level Science	-3.8	5.1	1.2	-6.3	-12.3	-19.4	5.2	14.2	-1.2	-9.4	-3.3	-3.2	*
EOC Science	2.2											2.4	0.0
History-Social Science	-2.7									-11.1	1.1	-1.1	3.6

APPENDIX B: Academic Achievement Data
CST Data: 2012
Schoolwide 4-Year Trends in ELA California Standards Test by Grade

SLHS - California Standards Test - E/LA

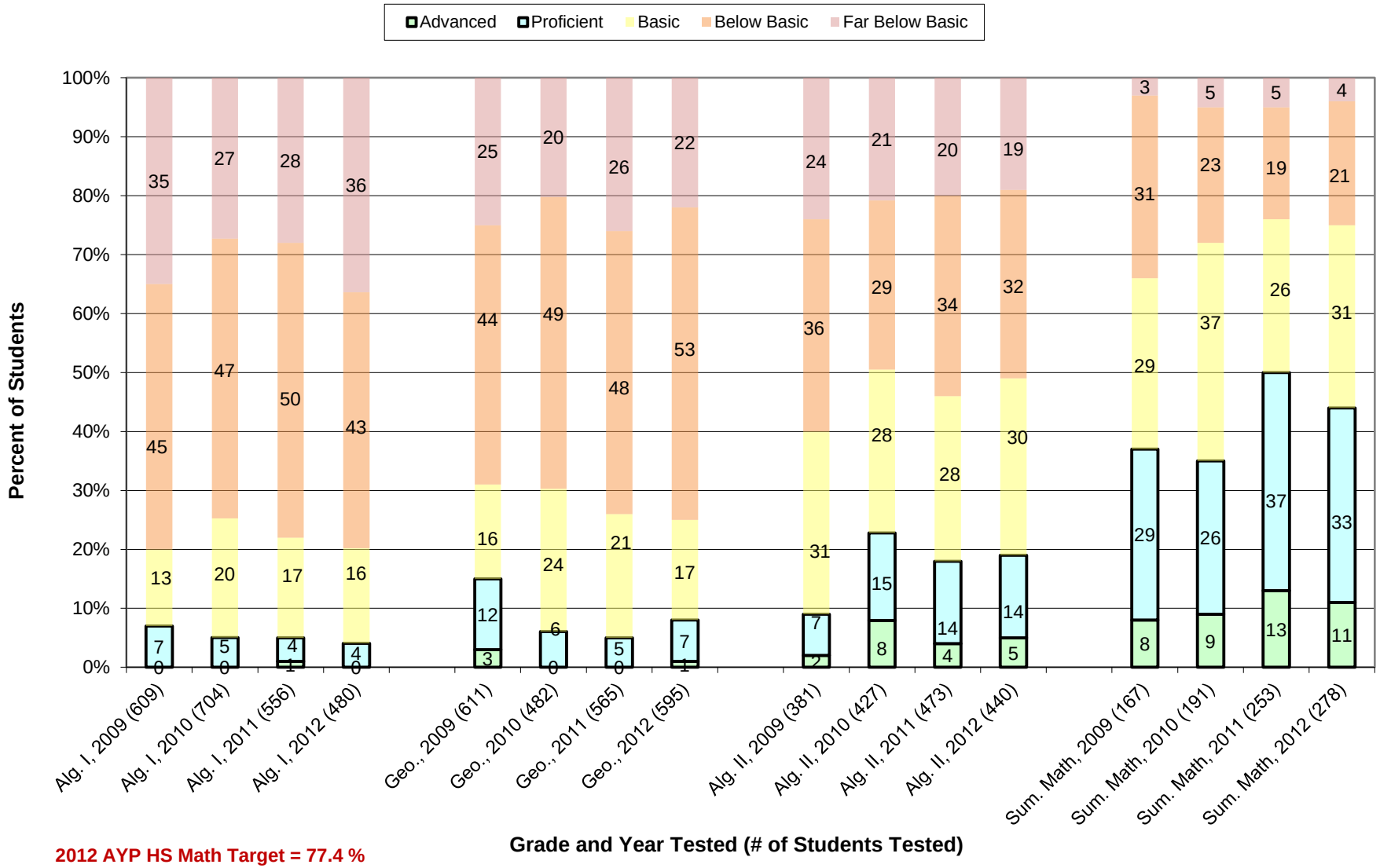


2012 AYP Target = 77.8 %

Grade and Year Tested (# of Students Tested)

APPENDIX B: Academic Achievement Data
CST Data: 2012
Schoolwide 4-Year Trends in Math California Standards Test by Grade

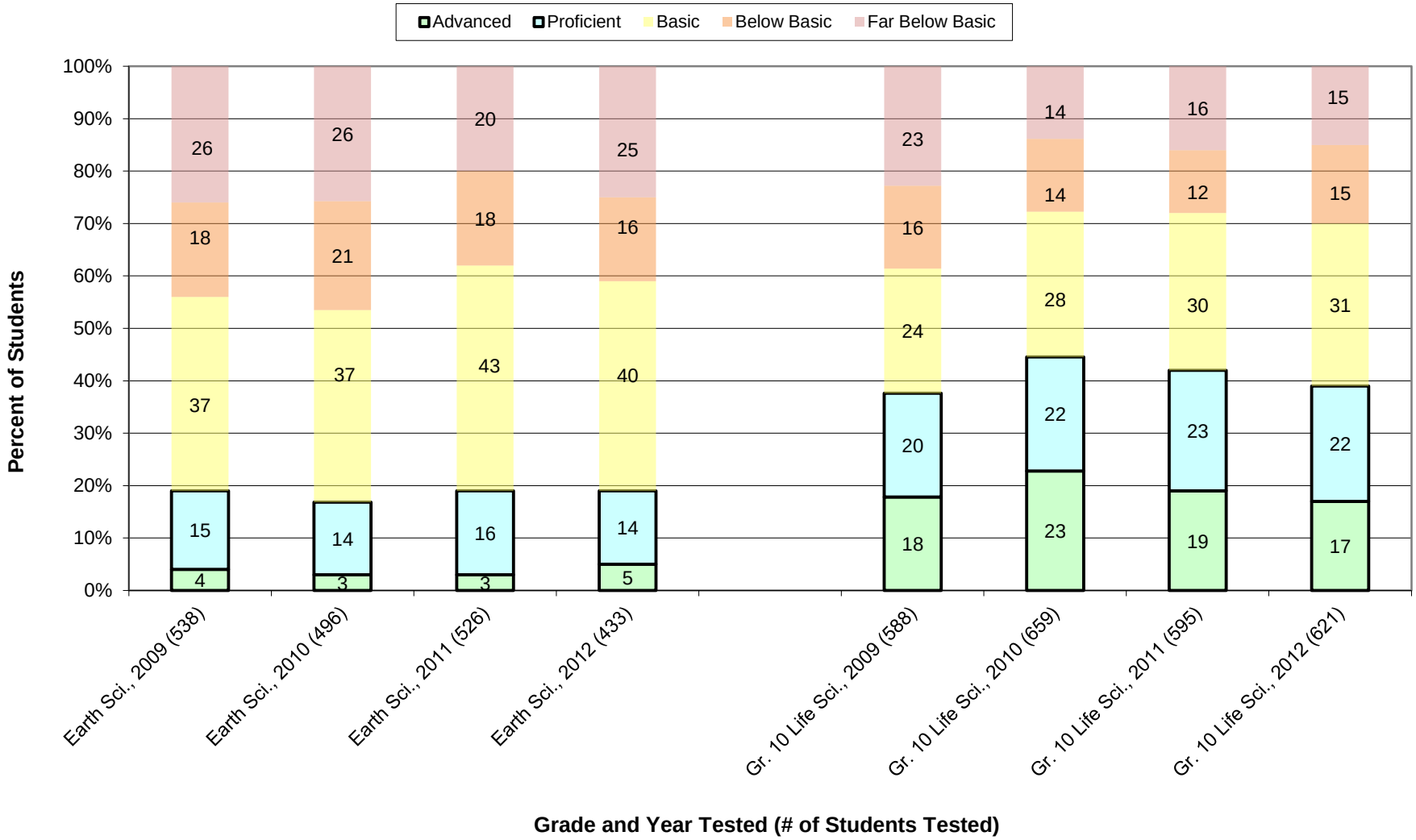
SLHS - California Standards Test - Math



2012 AYP HS Math Target = 77.4 %

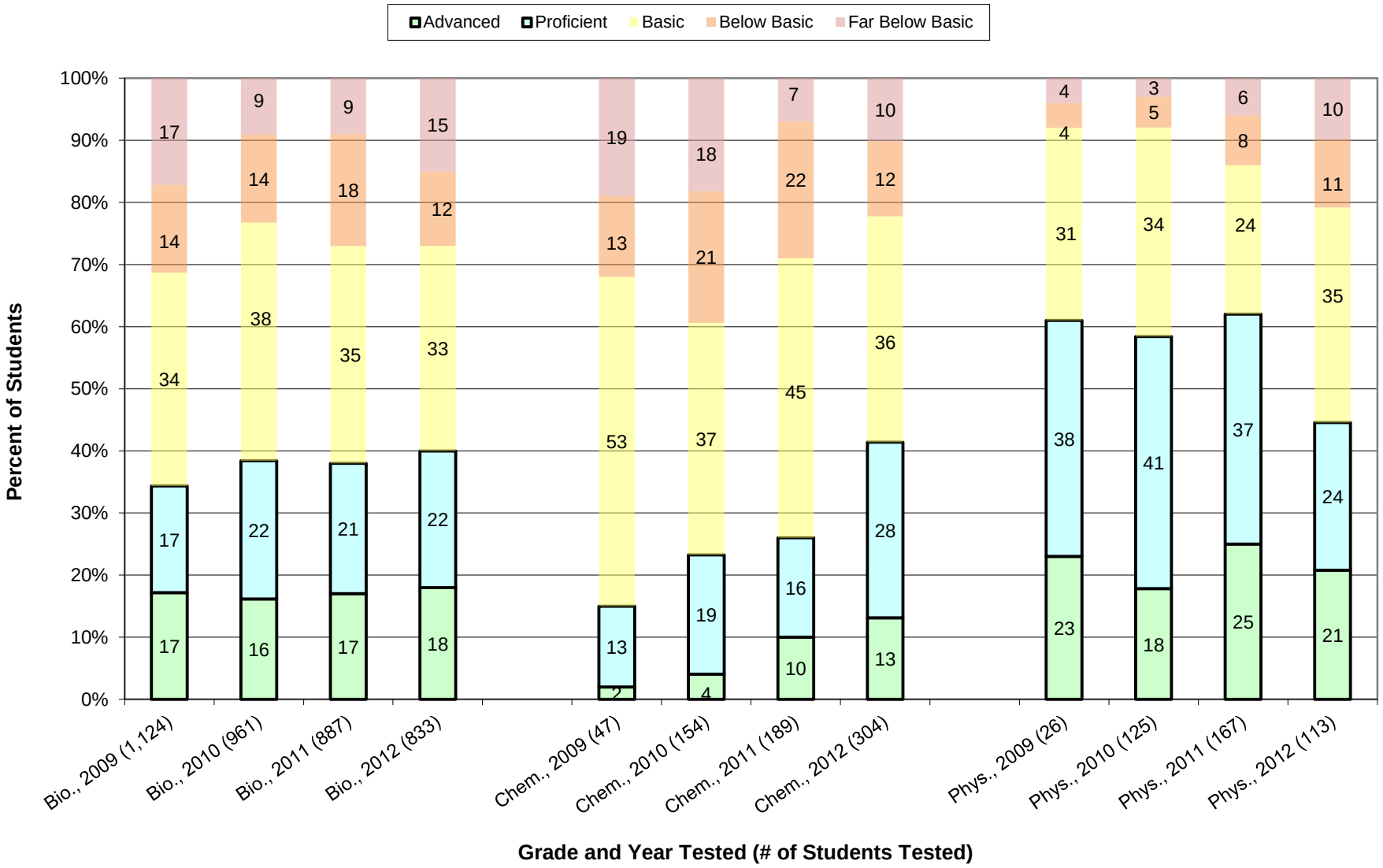
APPENDIX B: Academic Achievement Data
CST Data: 2012
Schoolwide 4-Year Trends in Earth Science & Grade-Level 10 Science California Standards Test by Grade

SLHS - California Standards Test
Earth Science (Grade 9) & Grade-Level 10 Life Science

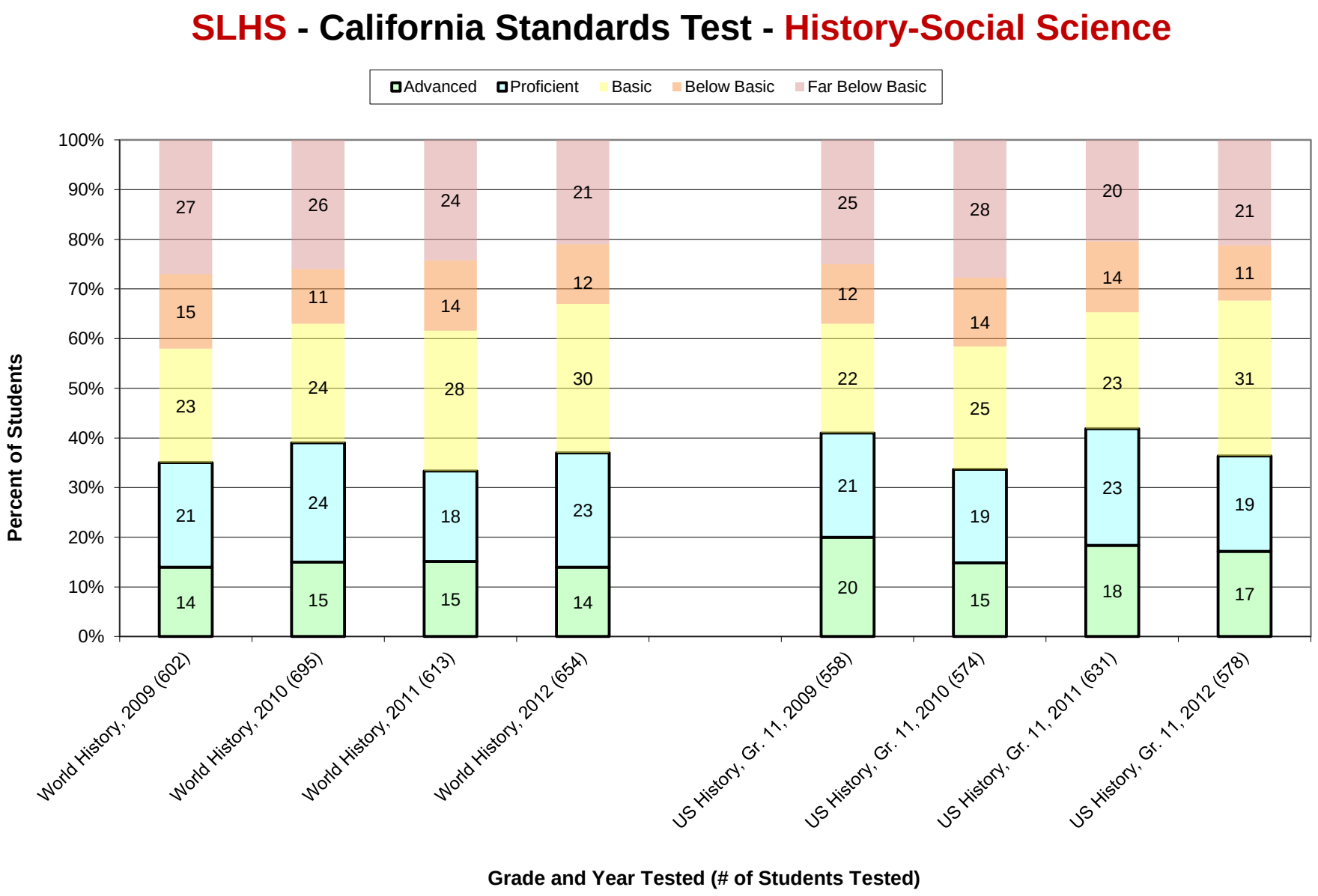


APPENDIX B: Academic Achievement Data
CST Data: 2012
Schoolwide 4-Year Trends in Advanced Sciences California Standards Test by Grade

SLHS - California Standards Test - Advanced Sciences



APPENDIX B: Academic Achievement Data
CST Data: 2012
Schoolwide 4-Year Trends in History-Social Science California Standards Test by Grade



APPENDIX B: Academic Achievement Data
API Data 2012
Schoolwide Academic Performance Index
Statewide Rank
Similar Schools Rank

District & Schools	# of Students Included In The 2012 Growth API (# in 2011 Growth API)	Academic Performance Index (API)				2009 Base Rankings Changes Every Spring (March)		2010 Base Rankings Changes Every Spring (March)		2011 Base Rankings Changes Every Spring (June)	
		2012 Growth API	2011 Base API *(2011 Growth API Adjusted for Changes Listed Above)*	2011-12 Growth API Target	2011-12 API Growth	2009 State wide Rank	2009 Similar Schools Rank	2010 State wide Rank	2010 Similar Schools Rank	2011 State wide Rank	2011 Similar Schools Rank
SLUSD	6,356 (6,412)	743	737	B*	6	B	B	B	B	B	B
Garfield	236 (241)	768	782	5	-14	3	1	3	1	4	1
Jefferson	334 (370)	763	760	5	3	3	2	3	2	3	2
Madison	270 (247)	877	848	A	29	8	7	8	6	7	2
McKinley	272 (292)	768	784	5	-16	3	2	4	4	4	4
Monroe	240 (228)	810	799	1	11	4	1	3	2	**5**	3
Roosevelt	365 (356)	855	822	A	33	7	1	6	1	6	1
Washington	265 (240)	752	763	5	-11	2	1	2	1	3	2
Wilson	530 (558)	781	772	5	9	3	2	4	2	3	2
Bancroft	923 (917)	702	714	5	-12	3	1	3	1	3	1
Muir	943 (955)	766	750	5	16	4	2	3	1	4	**3**
SLHS	1,911 (1,942)	702	698	5	4	3	2	4	4	3	2
Lincoln	23 (18)	500	438	18	62	1*	B	B.	B	B.	B

"*" means this API is calculated for a small school; therefore, the API is based on small numbers and are less reliable. = Improvement = Same = Decline

B = means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

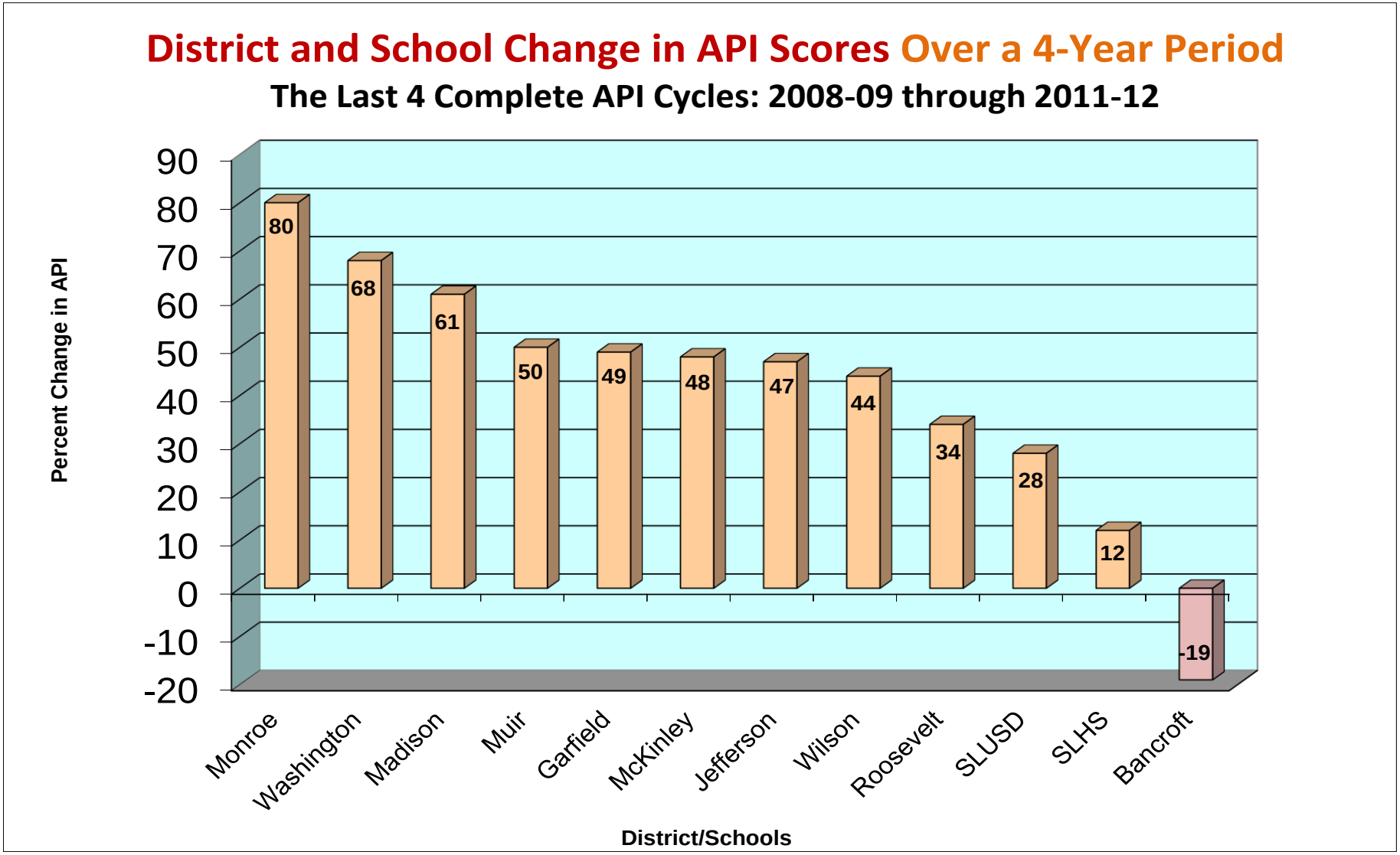
APPENDIX B: **Academic Achievement Data**
API Data 2012
Student Subgroup Academic Performance Index

API by Subgroups	School-wide **6,356** (6,412)					African American **1,049** (1,037)					Asian **960** (964)					Filipino **516** (540)					Hispanic/Latino **2,871** (2,818)					Pacific Islander **79** (88)					White **704** (766)					Two or More Races **140** (149)					SED **4,059** (3,572)					EL **2,564** (2,534)					SWD **833** (829)				
	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth
SLUSD	**737**	**B**	**B**	**743**	**6**	**672**	**D**	**D**	**673**	**1**	**861**	**D**	**D**	**855**	**-6**	**801**	**D**	**D**	**812**	**11**	**695**	**D**	**D**	**703**	**8**	665	D	D	670	5	**780**	**D**	**D**	**793**	**13**	**814**	**D**	**D**	**829**	**15**	**706**	**D**	**D**	**712**	**6**	**704**	**D**	**D**	**710**	**6**	**592**	**D**	**D**	**596**	**4**
Garfield	**782**	**5**	**787**	**768**	**-14**	704	5	709	711	7	802	A	A	751	-51	878	A	A	846	-32	754	5	759	**755**	**1**						803	A	A	784	-19	854	A	A			**747**	**5**	**752**	**741**	**-6**	**752**	**5**	**757**	**748**	**-4**	625	9	634	664	39
Jefferson	**760**	**5**	**765**	**763**	**3**	**741**	**5**	**746**	**725**	**-16**	853	A	A	799	-54	729	5	734	742	13	744	5	749	**769**	**25**						809	A	A	763	-46						**737**	**5**	**742**	**747**	**10**	**750**	**5**	**755**	**777**	**27**	676	6	682	640	-36
Madison	**848**	**A**	**A**	**877**	**29**	759	5	764	832	73	**919**	**A**	**A**	**928**	**9**	905	A	A	916	11	769	5	774	**814**	**45**						853	A	A	886	33	888	A	A	897	9	**768**	**5**	**773**	**839**	**71**	**852**	**A**	**A**	**884**	**32**	**753**	**5**	**758**	**808**	**55**
McKinley	**784**	**5**	**789**	**768**	**-16**	**750**	**5**	**755**	**729**	**-21**	911	A	A	831	-80	859	A	A	876	17	**755**	**5**	**760**	**758**	**3**						829	A	A	758	-71	908	A	A			**758**	**5**	**763**	**754**	**-4**	**769**	**5**	**774**	**760**	**-9**	628	9	637	590	-38
Monroe	**799**	**1**	**800**	**810**	**11**	733	5	738	768	35	**881**	**A**	**A**	**880**	**-1**	824	A	A	860	36	**747**	**5**	**752**	**762**	**15**						814	A	A	842	28						**780**	**5**	**785**	**801**	**21**	**817**	**A**	**A**	**810**	**-7**	**735**	**5**	**740**	**682**	**-53**
Roosevelt	**822**	**A**	**A**	**855**	**33**	**711**	**5**	**716**	**724**	**13**	925	A	A	920	-5						**769**	**5**	**774**	**821**	**52**						**876**	**A**	**A**	**918**	**42**	943	A	A	945	2	**701**	**5**	**706**	**748**	**47**	**761**	**5**	**766**	**794**	**33**	614	9	623	712	98
Washington	**763**	**5**	**768**	**752**	**-11**	767	5	772	744	-23				748							**740**	**5**	**745**	**726**	**-14**						851	A	A	849	-2						**727**	**5**	**732**	**719**	**-8**	**729**	**5**	**734**	**729**	**0**	807	A	A	736	-71
Wilson	**772**	**5**	**777**	**781**	**9**	744	5	749	743	-1	**857**	**A**	**A**	**881**	**24**	809	A	A	848	39	**735**	**5**	**740**	**735**	**0**						799	1	800	781	-18	821	A	A			**756**	**5**	**761**	**767**	**11**	**760**	**5**	**765**	**774**	**14**	671	6	677	628	-43
Bancroft	**714**	**5**	**719**	**702**	**-12**	**673**	**6**	**679**	**646**	**-27**	877	A	A	852	-25	768	5	773	764	-4	**682**	**6**	**688**	**676**	**-6**	657	7	664	634	-23	**775**	**5**	**780**	**791**	**16**	733	5	738	809	76	**681**	**6**	**687**	**671**	**-10**	**635**	**8**	**643**	**632**	**-3**	**550**	**13**	**563**	**552**	**2**
Muir	**750**	**5**	**755**	**766**	**16**	**663**	**7**	**670**	**701**	**38**	**865**	**A**	**A**	**874**	**9**	**831**	**A**	**A**	**814**	**-17**	**698**	**5**	**703**	**724**	**26**				649		757	5	762	772	15	785	5	790	806	21	**720**	**5**	**725**	**734**	**14**	**707**	**5**	**712**	**710**	**3**	**610**	**10**	**620**	**606**	**-4**
SLHS	**698**	**5**	**703**	**702**	**4**	**642**	**8**	**650**	**645**	**3**	**840**	**A**	**A**	**831**	**-9**	**766**	**5**	**771**	**787**	**21**	**639**	**8**	**647**	**650**	**11**	636	8	644	637	1	**736**	**5**	**741**	**737**	**1**	685	6	691	725	40	**670**	**7**	**677**	**674**	**4**	**630**	**9**	**639**	**629**	**-1**	**476**	**16**	**492**	**499**	**23**
Lincoln	**438**	**18**	**456**	**500**	**18**																																																		

= Not numerically significant = Target met = Target met but API went Down = No Longer Numerically Significant Subgroup ( ) = Number of student in the district in prior year;

= No Growth API Targets for LEAs = Target not met = New Numerically Significant Subgroup = Targets set by CDE follows number of students in current year

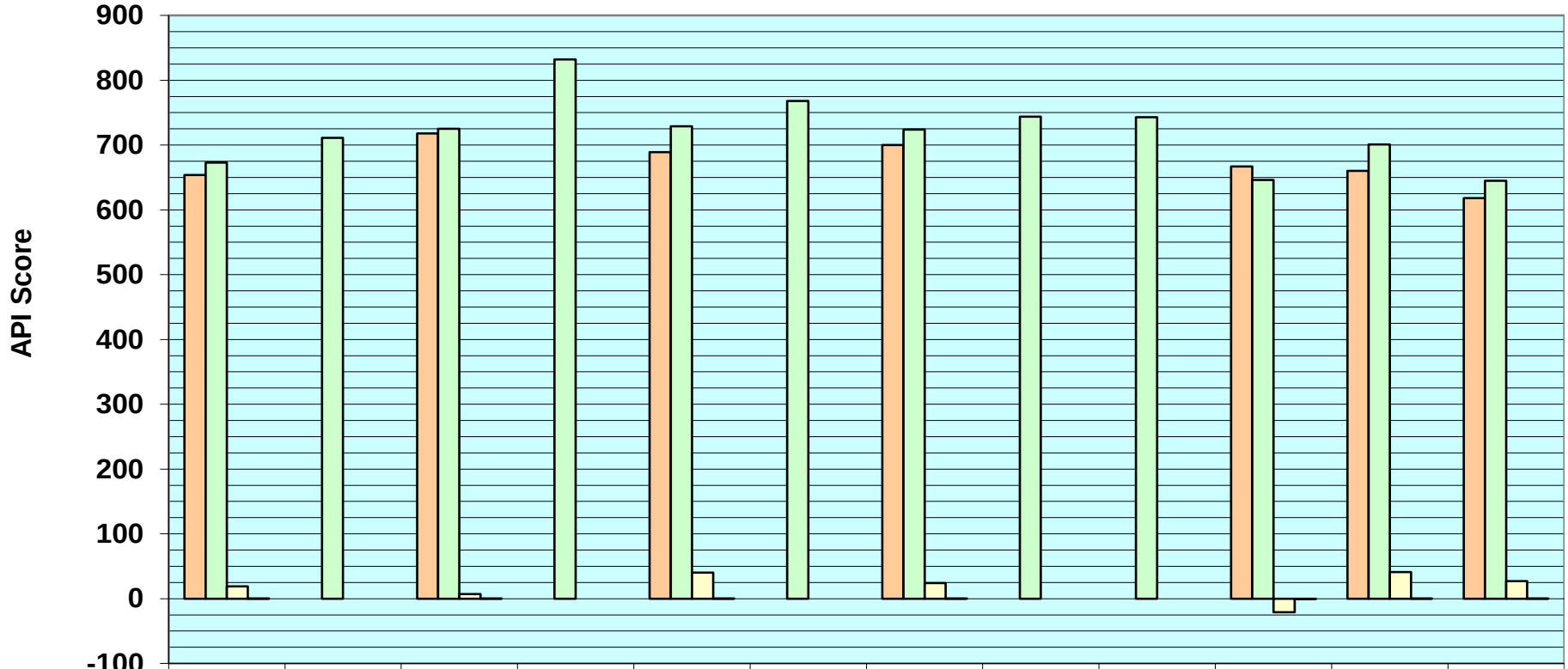
APPENDIX B: Academic Achievement Data
API Data 2012
Schoolwide 4-Year Trends in Academic Performance Index



APPENDIX B: Academic Achievement Data
API Data 2012
Subgroup 4-Year Trends in Academic Performance Index

African American Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



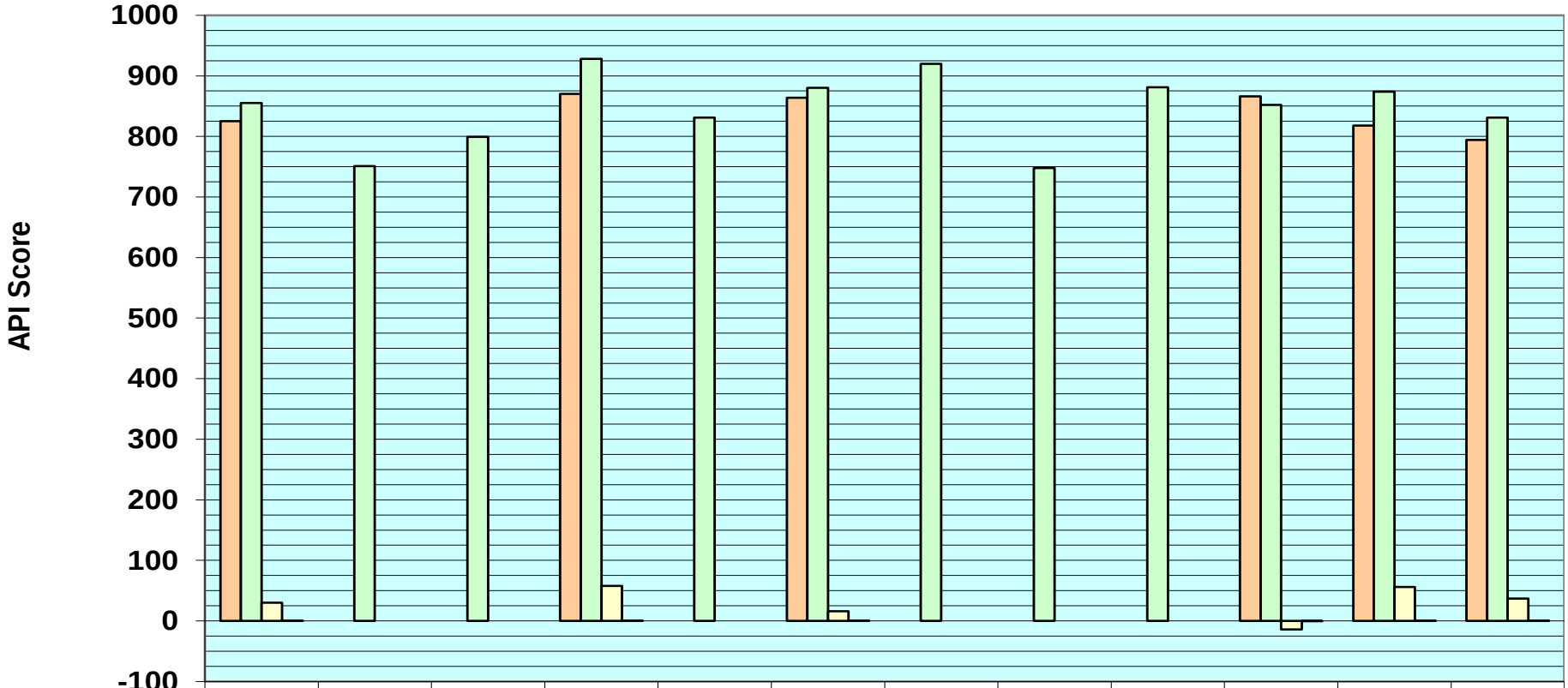
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
African American 2008 Base API	654		718		689		700			667	660	618
African American 2012 Growth API	673	711	725	832	729	768	724	744	743	646	701	645
API Difference	19		7		40		24			-21	41	27
% API Difference	2.91%		0.97%		5.81%		3.43%			-3.15%	6.21%	4.37%

District/School

APPENDIX B: Academic Achievement Data
API Data 2012
Subgroup 4-Year Trends in Academic Performance Index

Asian Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



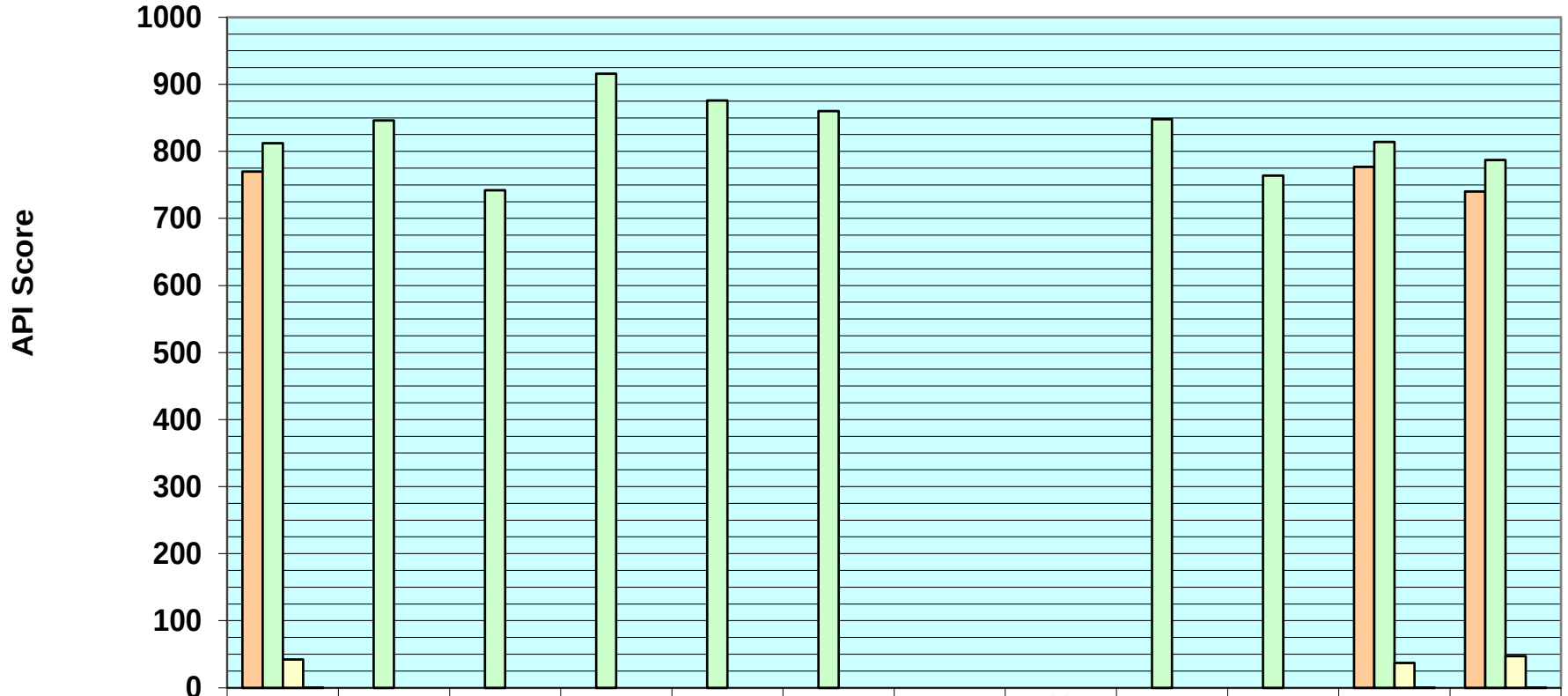
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Asian 2008 Base API	825			870		864				866	818	794
Asian 2012 Growth API	855	751	799	928	831	880	920	748	881	852	874	831
API Difference	30			58		16				-14	56	37
% API Difference	3.64%			6.67%		1.85%				-1.62%	6.85%	4.66%

District/School

APPENDIX B: Academic Achievement Data
API Data 2012
Subgroup 4-Year Trends in Academic Performance Index

Filipino Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



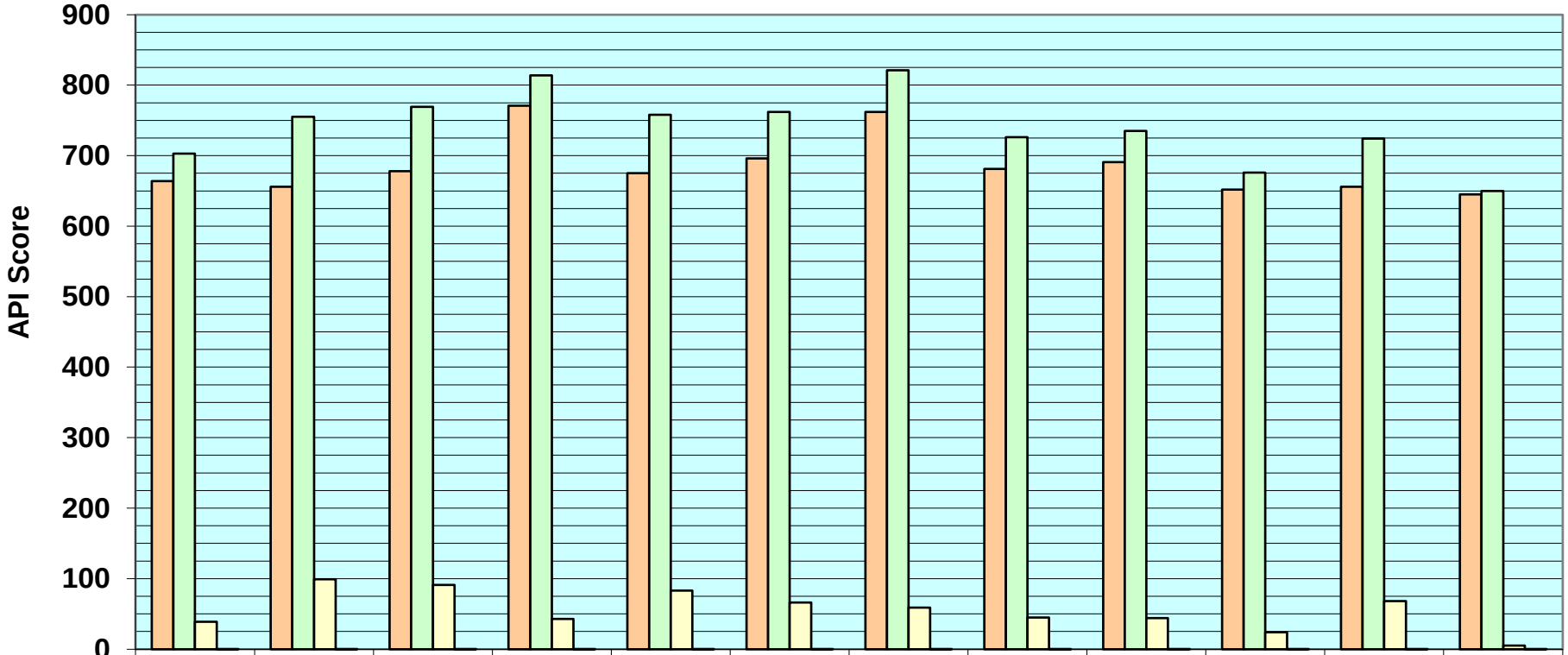
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Filipino 2008 Base API	770										777	740
Filipino 2012 Growth API	812	846	742	916	876	860			848	764	814	787
API Difference	42										37	47
% API Difference	5.45%										4.76%	6.35%

District/School

APPENDIX B: Academic Achievement Data
API Data 2012
Subgroup 4-Year Trends in Academic Performance Index

Hispanic/Latino Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



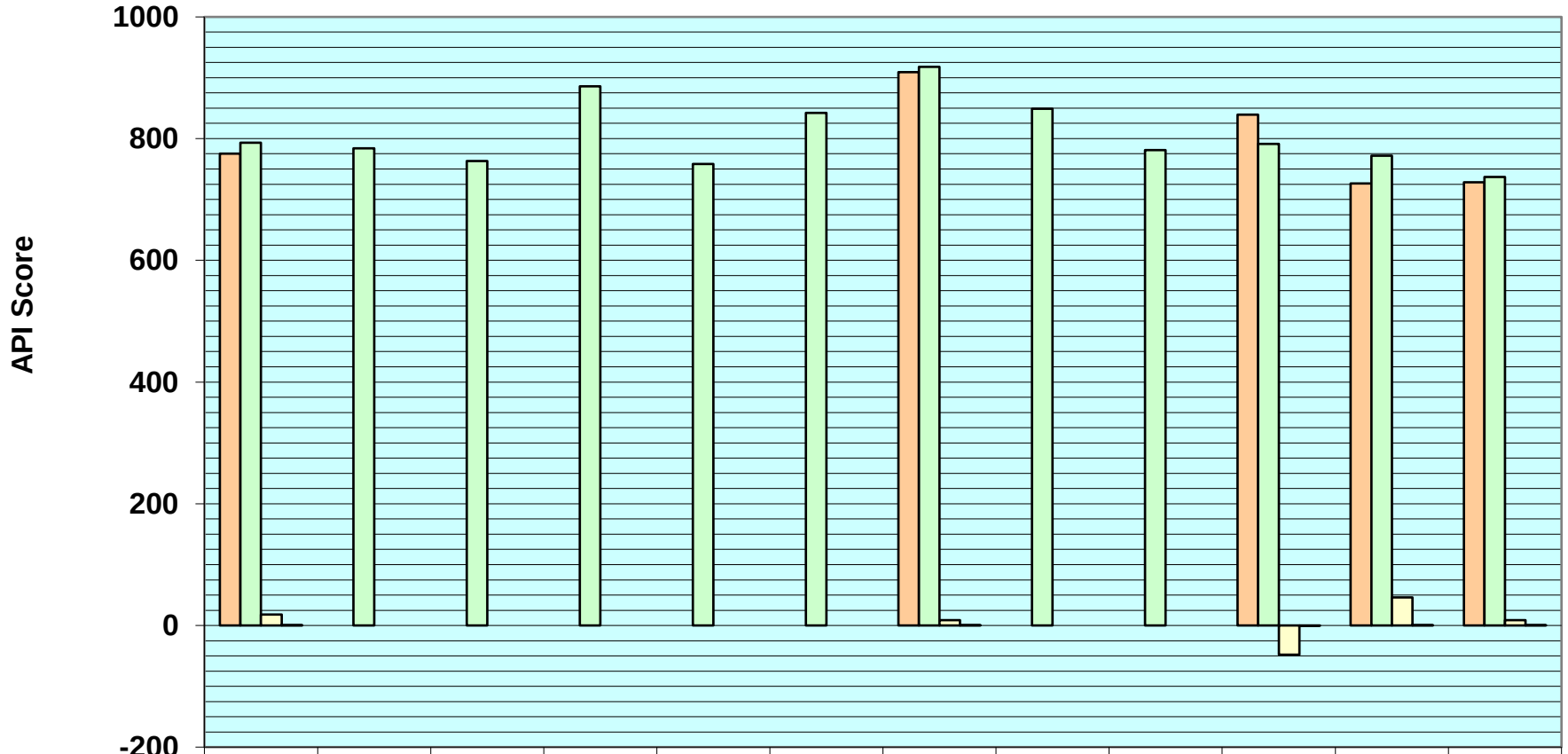
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Hispainc/Latino 2008 Base API	664	656	678	771	675	696	762	681	691	652	656	645
Hispanic/Latino 2012 Growth API	703	755	769	814	758	762	821	726	735	676	724	650
API Difference	39	99	91	43	83	66	59	45	44	24	68	5
% API Difference	5.87%	15.09%	13.42%	5.58%	12.30%	9.48%	7.74%	6.61%	6.37%	3.68%	10.37%	0.78%

District/School

APPENDIX B: Academic Achievement Data
API Data 2012
Subgroup 4-Year Trends in Academic Performance Index

White Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
White 2008 Base API	775						909			839	726	728
White 2012 Growth API	793	784	763	886	758	842	918	849	781	791	772	737
API Difference	18						9			-48	46	9
% API Difference	2.32%						0.99%			-5.72%	6.34%	1.24%

District/School

APPENDIX B: Academic Achievement Data
API Data 2012
Subgroup 4-Year Trends in Academic Performance Index

Two or More Races Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



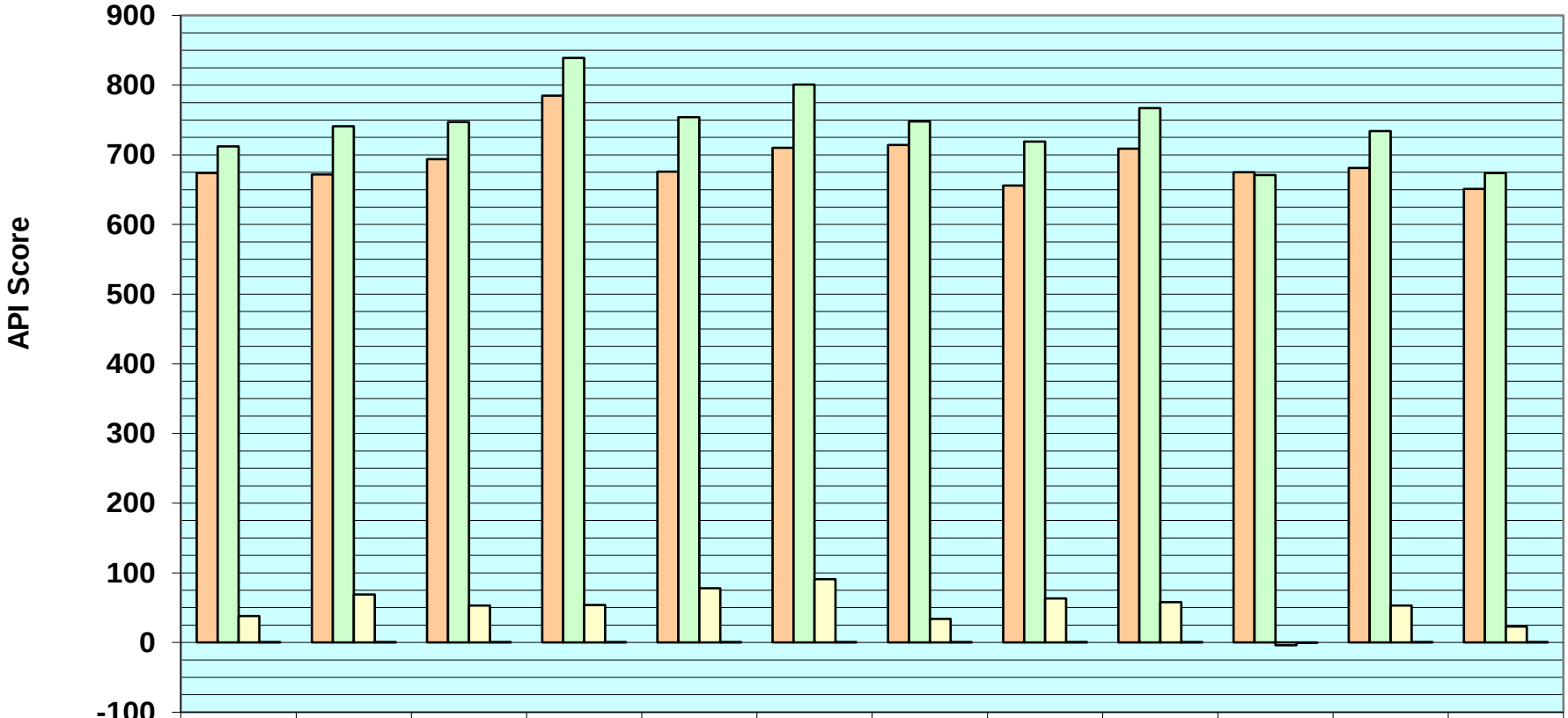
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Two or More Races 2008 Base API	748											
Two or More Races 2012 Growth API	829			897			945			809	806	725
API Difference	81											
% API Difference	10.83%											

District/School

APPENDIX B: Academic Achievement Data
API Data 2012
Subgroup 4-Year Trends in Academic Performance Index

Socio-economically Disadvantaged Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



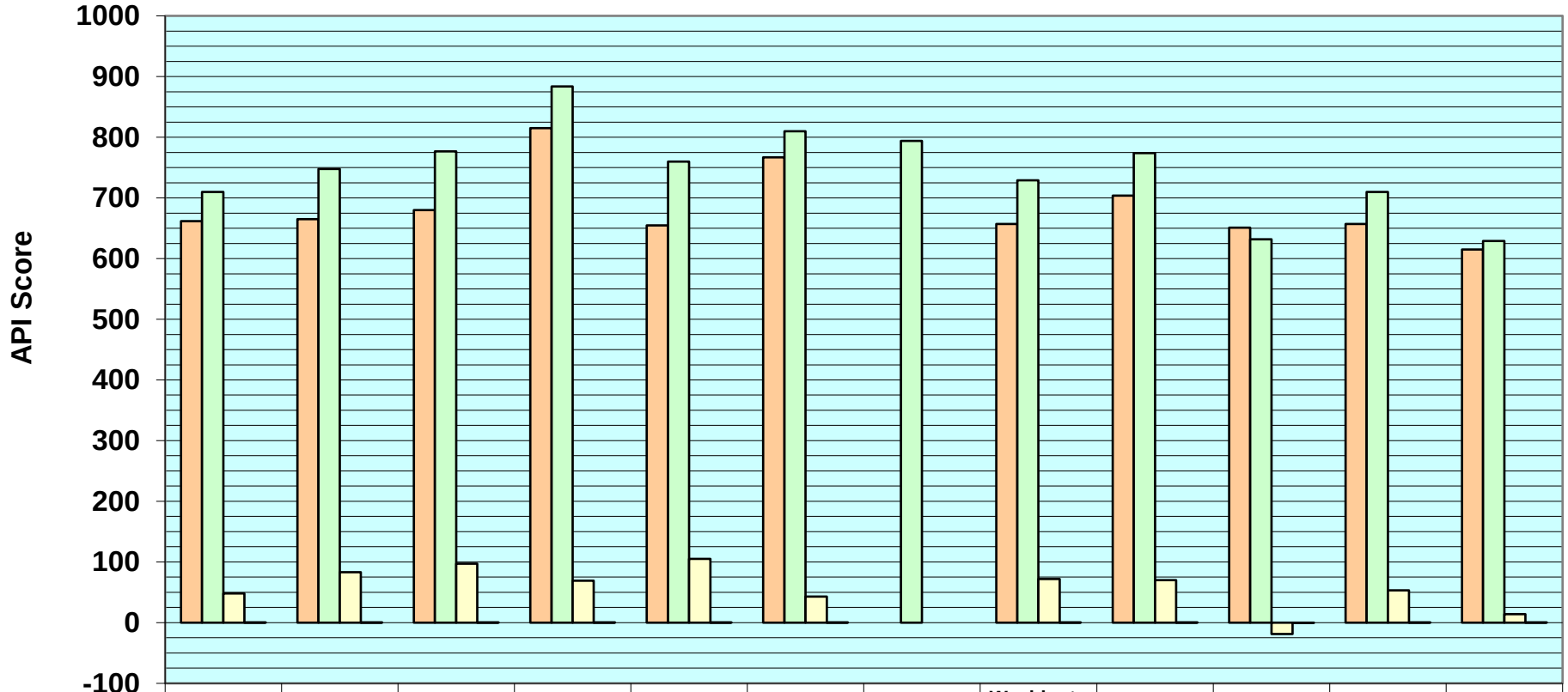
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
SED 2008 Base API	674	672	694	785	676	710	714	656	709	675	681	651
SED 2012 Growth API	712	741	747	839	754	801	748	719	767	671	734	674
API Difference	38	69	53	54	78	91	34	63	58	-4	53	23
% API Difference	5.64%	10.27%	7.64%	6.88%	11.54%	12.82%	4.76%	9.60%	8.18%	-0.59%	7.78%	3.53%

District/School

APPENDIX B: Academic Achievement Data
API Data 2012
Subgroup 4-Year Trends in Academic Performance Index

English Learners Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



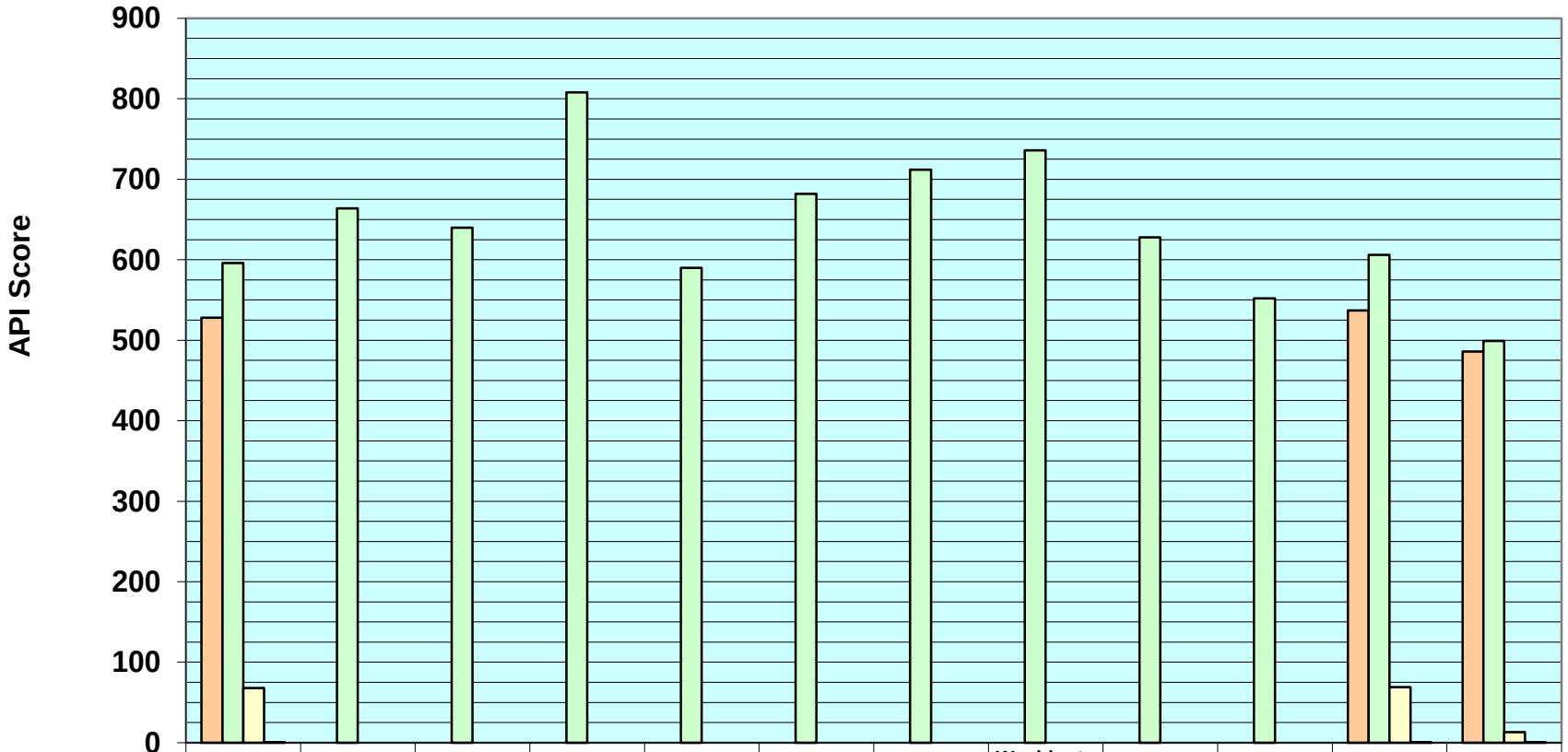
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
EL 2008 Base API	662	665	680	815	655	767		657	704	651	657	615
EL 2012 Growth API	710	748	777	884	760	810	794	729	774	632	710	629
API Difference	48	83	97	69	105	43		72	70	-19	53	14
% API Difference	7.25%	12.48%	14.26%	8.47%	16.03%	5.61%		10.96%	9.94%	-2.92%	8.07%	2.28%

District/School

APPENDIX B: Academic Achievement Data
API Data 2012
Subgroup 4-Year Trends in Academic Performance Index

Students with Disabilities Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
SWD 2008 Base API	528					0					537	486
SWD 2012 Growth API	596	664	640	808	590	682	712	736	628	552	606	499
API Difference	68										69	13
% API Difference	12.88%										12.85%	2.67%

District/School

APPENDIX B: Academic Achievement Data
AMAO Data CELDT 2013
SLUSD Annual Measurable Achievement Objective (AMAO) #1

2012-13 AMAO 1 - Annual Growth
English Learners Making Annual Progress in Learning English

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
Garfield	131	130	99.2%	92	70.8%	72.0%	73.0%
Jefferson	211	210	99.5%	107	51.0%	73.5%	74.5%
Madison	91	91	100.0%	69	75.8%	73.0%	74.0%
McKinley	168	165	98.2%	95	57.6%	67.2%	68.2%
Monroe	98	96	98.0%	55	57.3%	70.2%	71.2%
Roosevelt	66	66	100.0%	46	69.7%	63.5%	64.5%
Washington	158	158	100.0%	71	44.9%	70.9%	71.9%
Wilson	277	273	98.6%	179	65.6%	71.7%	72.7%
Bancroft	155	153	98.7%	87	56.9%	63.2%	64.2%
Muir	131	131	100.0%	51	38.9%	68.3%	69.3%
Lincoln	17	17	100.0%	--	--	--	--
SLHS	283	282	99.6%	143	50.7%	57.5%	59.0%

2013-14 CDE AMAO Targets	59.0%
2012-13 CDE AMAO Targets	57.5%
2011-12 CDE AMAO Targets	56.0%
2010-11 CDE AMAO Targets	54.6%

01/05/2013 Chaja

APPENDIX B: Academic Achievement Data
AMAO Data CELDT 2013
SLUSD Annual Measurable Achievement Objective (AMAO) #2

	2011-12 AMAO 2 - English Learners Attaining English Proficiency									
	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,713	451	26.3%	27.3%	28.3%	712	325	45.6%	47.0%	49.0%
Garfield	164	43	26.2%	27.2%	28.2%	12	--	--	47.0%	49.0%
Jefferson	277	88	31.8%	32.8%	33.8%	30	18	60.0%	61.0%	62.0%
Madison	137	43	31.4%	32.4%	33.4%	12	--	--	47.0%	49.0%
McKinley	195	34	17.4%	21.4%	22.4%	19	--	--	47.0%	49.0%
Monroe	132	35	26.5%	27.5%	28.5%	20	--	--	47.0%	49.0%
Roosevelt	85	22	25.9%	26.9%	27.9%	8	--	--	47.0%	49.0%
Washington	177	34	19.2%	21.4%	22.4%	24	--	--	47.0%	49.0%
Wilson	364	113	31.0%	32.0%	33.0%	42	23	54.8%	55.8%	56.8%
Bancroft	25	--	--	21.4%	22.8%	158	80	50.6%	51.6%	52.6%
Muir	37	12	32.4%	33.4%	34.4%	134	69	51.5%	52.5%	53.5%
Lincoln	0	--	--	21.4%	22.8%	24	--	--	47.0%	49.0%
SLHS	120	23	19.2%	21.4%	22.4%	229	76	33.2%	47.0%	49.0%
2013-14 CDE AMAO Targets			22.8%					49.0%		
2012-13 CDE AMAO Targets			21.4%					47.0%		
2011-12 CDE AMAO Targets			20.1%					45.1%		
2010-11 CDE AMAO Targets			18.7%					43.2%		

No data are reported if there are less than 30 in the cohort.

10/11/2012 Chaja

APPENDIX B: Non-Academic Data
School-wide 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports)
San Leandro High School Summary of Resilience – promoting Protective Factors, School Connectedness, and Internal Strengths (High, Moderate, and Low Scale Scores)

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total	19	63	19	29	55	16
Caring Adult Relationships	21	63	16	35	56	9
High Expectations	43	49	8	45	48	7
Opportunities for Meaningful Participation	6	52	42	14	44	42
Community Environment						
Total	52	36	12	58	31	10
Caring Adult Relationships	51	37	12	56	30	14
High Expectations	56	35	9	55	34	11
Opportunities for Meaningful Participation	38	40	21	45	41	15
School Connectedness Scale	22	60	18	21	62	17

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total	17		19	30	24	24	18
Caring Adult Relationships	20		19	37	16	27	18
High Expectations	40		49	47	48	44	44
Opportunities for Meaningful Participation	6		7	10	8	5	8
Community Environment							
Total	50		49	56	54	68	55
Caring Adult Relationships	57		39	51	48	59	59
High Expectations	58		49	53	60	64	60
Opportunities for Meaningful Participation	31		46	42	50	51	36
School Connectedness Scale	22		22	20	28	25	22

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total	24		29	34		35	35
Caring Adult Relationships	31		27	43		48	37
High Expectations	40		40	48		52	53
Opportunities for Meaningful Participation	12		17	18		11	14
Community Environment							
Total	56		52	51		65	68
Caring Adult Relationships	58		44	47		67	66
High Expectations	57		41	48		71	64
Opportunities for Meaningful Participation	34		50	45		40	53
School Connectedness Scale	20		18	18		28	23

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

APPENDIX B: Non-Academic Data
2011-12 & 2012-13 Average Attendance Data

Monthly Attendance Summary 2011-2012

School	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year Average
Garfield	98.12%	97.00%	96.84%	96.56%	95.45%	94.82%	95.39%	96.56%	96.96%	97.22%	95.90%	96.44%
Jefferson	99.78%	97.84%	96.86%	97.31%	96.38%	95.51%	96.50%	95.39%	97.35%	97.18%	97.18%	97.03%
Madison	97.90%	97.92%	98.01%	97.33%	95.88%	96.60%	95.08%	96.46%	96.75%	97.12%	96.11%	96.83%
McKinley	97.07%	97.11%	96.56%	96.69%	95.62%	94.95%	94.66%	96.73%	96.65%	96.92%	95.27%	96.20%
Monroe	98.19%	97.75%	97.96%	97.56%	95.63%	95.98%	95.04%	96.89%	97.73%	97.14%	97.24%	97.01%
Roosevelt	98.96%	97.72%	97.21%	96.65%	96.01%	95.32%	95.54%	95.77%	95.72%	96.88%	96.29%	96.06%
Washington	97.69%	96.67%	96.95%	96.33%	94.79%	95.31%	95.65%	94.75%	95.66%	96.79%	96.03%	96.20%
Wilson	97.72%	96.35%	97.33%	96.85%	95.42%	95.22%	96.17%	95.35%	95.91%	95.93%	95.95%	95.87%
Bancroft	98.05%	97.54%	96.54%	96.53%	95.83%	95.06%	95.00%	95.00%	95.27%	95.59%	94.20%	96.86%
Muir	98.40%	97.67%	97.34%	97.11%	96.34%	95.76%	96.39%	96.70%	96.27%	97.22%	96.29%	95.34%
SLHS	97.77%	96.67%	95.87%	95.67%	94.32%	94.83%	95.09%	94.54%	94.15%	94.94%	94.90%	96.38%
SLUSD Average	98.15%	97.29%	97.04%	96.78%	95.61%	95.40%	95.50%	95.83%	96.22%	96.63%	95.94%	96.40%

Monthly Attendance Summary 2012-13

School / Enrollment	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD Average
Garfield (423)	96.17%	97.80%	97.28%	96.56%	95.88%	94.91%	95.49%	95.81%				96.24%
Jefferson (623)	99.11%	97.91%	96.62%	96.52%	94.68%	94.66%	95.59%	95.71%				96.35%
Madison (417)	97.82%	98.08%	97.63%	97.81%	96.99%	97.43%	96.53%	97.24%				97.44%
McKinley (455)	96.85%	97.50%	97.31%	96.31%	96.13%	95.68%	94.84%	96.08%				96.34%
Monroe (357)	96.50%	97.89%	98.02%	96.98%	96.77%	96.20%	95.44%	95.01%				96.60%
Roosevelt (527)	95.38%	97.27%	97.32%	96.86%	95.96%	96.19%	95.48%	96.02%				96.31%
Washington (434)	96.56%	97.10%	96.91%	96.54%	95.75%	95.33%	94.50%	94.65%				95.92%
Wilson (807)	97.47%	97.11%	96.95%	96.08%	96.22%	94.96%	95.34%	95.48%				96.20%
Bancroft (961)	98.68%	97.82%	97.06%	96.47%	95.85%	95.56%	95.20%	95.46%				96.51%
Muir (976)	98.63%	97.82%	97.67%	96.97%	96.87%	96.48%	96.52%	96.51%				97.18%
SLHS (2567)	97.21%	97.02%	96.21%	95.57%	95.02%	95.05%	94.27%	94.95%				95.66%
Lincoln (117)	n/a	87.54%	87.05%	81.00%	86.00%	85.95%	86.90%	82.90%				85.33%
SLUSD Average	97.31%	96.74%	97.18%	95.31%	95.18%	94.87%	94.68%	94.65%				95.74%

APPENDIX B: Non-Academic Data
2011-12 Total Suspensions Data by Race/Ethnicity
2012-13 Year-to-Date Total Suspensions Data by Race/Ethnicity (through March)

SLUSD Total Suspensions for 2011-12: August 2011 through June 2012														
Race/Ethnicity	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	FTK	SLHS	Lincoln	ACE
Native American	0	0	0	1	1	0	0	3	52	15	34	28	0	N/A
Asian	0	0	2	1	3	0	0	3	1	5	10	34	0	N/A
Pacific Islander	0	0	0	0	0	0	0	0	5	8	8	18	0	N/A
Filipino	0	0	1	0	1	0	0	1	1	3	3	25	0	N/A
Hispanic / Latino	1	0	0	7	0	8	10	39	18	48	99	228	12	N/A
African American	2	4	0	11	8	12	9	8	110	80	111	192	14	N/A
White	3	1	1	1	1	5	5	8	34	31	38	61	1	N/A
Other	0	0	0	0	0	0	0	0	1	4	2	24	0	N/A
SLUSD Total	6	5	4	21	14	25	24	62	222	194	305	610	27	N/A

SLUSD YTD Suspensions for 2012-13: August 2012 through March 2013														
Race/Ethnicity	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	FTK	SLHS	Lincoln	ACE
Native American	1	0	0	0	0	0	0	0	31	4	4	25	0	0
Asian	0	2	3.5	0	0	0	0	3	2	5	1	17	1	0
Pacific Islander	0	0	0	0	0	0	0	0	5	2	2	9	0	0
Filipino	0	0	1	0	1	0	0	0	2	5	2	11	0	0
Hispanic / Latino	1	3	2	0	0	2	1	20	3	35	21	130	1	3
African American	5	6	1.5	2	0	2	5	10	95	35	67	125	3	2
White	1	6	1	2	1	1	6	1	18	22	20	25	1	3
Other	0	0	0	0	0	0	0	0	0	11	2	58	0	0
SLUSD Total	8	17	9	4	2	5	12	34	156	119	119	400	6	8

Appendix C: STUDENT ACADEMIC LEARNING GOALS

San Leandro High School Worksheet

San Leandro High School Worksheet for **2013 NCLB AYP Targets** and **2013 Safe Harbor Targets**

			2012 AYP Results							2013 NCLB AYP Targets				2013 Safe Harbor Targets			
San Leandro High School Subgroups	**Criteria**	**Subject**	Is Subgroup **Numerically Significant** in 2012 AYP?	Students in 2012 **Subgroup**	**Percent** of Students at **Proficient or Advance in 2012**	Met 2012 AYP Target?	2012 # of Students at Proficient or Advance	# of Students Needed to Meet Target (2011-12)	Surpassed 2012 AYP Proficiency Target by the # of Students Indicated Below	# of Students Needed at Proficient or Advanced to Make 2013 AYP Target Based on Current Subgroup Population	**Additional Students Needed** at Proficient or Advance to Meet 2013 AYP	**Additional Percent of Students Needed** to Meet 2013 AYP Proficiency Target	**2013 AYP Target**	**Number of Students not at Proficiency** 2012	**Additional Students Needed** to Make 2013 **Safe Harbor Target**	**Additional Percent of Students Needed** to Move to Proficiency to Qualify for 2013 **Safe Habor**	**Total Percent of Students Needed** at Proficiency to Qualify for 2013 **Safe Habor** Based on 2012 STAR Demographics
School-wide	% Proficient	ELA	N/A	676	48.2%	No	326	526	-200	601	275	40.7%	88.9%	350	35	5.2%	53.4%
		Math		675	44.1%	No	298	522	-224	599	301	44.6%	88.7%	377	38	5.6%	49.7%
African American	% Proficient	ELA	Yes	127	44.9%	Yes	57	99	-42	113	56	44.0%	88.9%	70	7	5.5%	50.4%
		Math		127	30.7%	No	39	98	-59	113	74	58.0%	88.7%	88	9	6.9%	37.6%
Asian	% Proficient	ELA	Yes	114	63.2%	No	72	89	-17	101	29	25.7%	88.9%	42	4	3.7%	66.9%
		Math		**114**	**77.2%**	**Yes**	**88**	**88**	**0**	101	13	11.5%	88.7%	26	3	2.3%	79.5%
Filipino	% Proficient	ELA	No	70	58.6%	--	41	54	-13	62	21	30.3%	88.9%	29	3	4.1%	62.7%
		Math		69	53.6%	--	37	53	-16	61	24	35.1%	88.7%	32	3	4.6%	58.2%
Hispanic / Latino	% Proficient	ELA	Yes	270	37.4%	No	101	210	-109	240	139	51.5%	88.9%	169	17	6.3%	43.7%
		Math		270	32.2%	No	87	209	-122	239	152	56.5%	88.7%	183	18	6.8%	39.0%
Pacific Islander	% Proficient	ELA	No	13	38.5%	--	5	10	-5	12	7	50.4%	88.9%	8	1	6.2%	44.7%
		Math		13	30.8%	--	4	10	-6	12	8	57.9%	88.7%	9	1	6.9%	37.7%
White	% Proficient	ELA	No	74	60.8%	--	45	58	-13	66	21	28.1%	88.9%	29	3	3.9%	64.7%
		Math		75	53.3%	--	40	58	-18	67	27	35.4%	88.7%	35	4	4.7%	58.0%
Socio-economically Disadvantaged	% Proficient	ELA	Yes	423	40.0%	No	169	329	-160	376	207	48.9%	88.9%	254	25	6.0%	46.0%
		Math		422	37.4%	No	158	327	-169	374	216	51.3%	88.7%	264	26	6.3%	43.7%
English Learners	% Proficient	ELA	Yes	196	20.9%	No	41	152	-111	174	133	68.0%	88.9%	155	16	7.9%	28.8%
		Math		195	31.8%	No	62	151	-89	173	111	56.9%	88.7%	133	13	6.8%	38.6%
Students with Disabilitites	% Proficient	ELA	No	71	19.7%	--	14	55	-41	63	49	69.2%	88.9%	57	6	8.0%	27.7%
		Math		76	17.1%	--	13	59	-46	67	54	71.6%	88.7%	63	6	8.3%	25.4%

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2012 AYP Targets: ELA = 77.8% Math = 77.4%

2013 AYP Targets: ELA = 88.9% Math = 88.7%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor (Y2 in Red)
= Not Numerically Significant

Appendix C: STUDENT ACADEMIC LEARNING GOALS

San Leandro High School 2013 Safe Harbor Goals

San Leandro High School for 2013 NCLB AYP Targets and 2013 Safe Harbor Targets

				2012 AYP NCLB Results				2013 AYP NCLB Targets			2013 AYP Safe Harbor Targets	
San Leandro High School Subgroups	**Criteria**	**Subject**		Is Subgroup **Numerically Significant** in 2012 AYP?	Students in 2012 **Subgroup**	**Percent** of Students at **Proficient or Advance in 2012**		**Additional Percent of Students Needed** to Meet 2013 AYP Proficiency Target	**2013 AYP Target**		**Additional Percent of Students Needed** to Move to Proficiency to Qualify for 2013 **Safe Habor**	**Total Percent of Students Needed** at Proficiency to Qualify for 2013 **Safe Habor** Based on 2012 STAR Demographics
School-wide	% Proficient	ELA		N/A	676	48.2%		40.7%	88.9%		5.2%	53.4%
		Math			675	44.1%		44.6%	88.7%		5.6%	49.7%
African American	% Proficient	ELA		Yes	127	44.9%		44.0%	88.9%		5.5%	50.4%
		Math			127	30.7%		58.0%	88.7%		6.9%	37.6%
Asian	% Proficient	ELA		Yes	114	63.2%		25.7%	88.9%		3.7%	66.9%
		Math			**114**	**77.2%**		11.5%	88.7%		2.3%	79.5%
Filipino	% Proficient	ELA		No	70	58.6%		30.3%	88.9%		4.1%	62.7%
		Math			69	53.6%		35.1%	88.7%		4.6%	58.2%
Hispanic / Latino	% Proficient	ELA		Yes	270	37.4%		51.5%	88.9%		6.3%	43.7%
		Math			270	32.2%		56.5%	88.7%		6.8%	39.0%
Pacific Islander	% Proficient	ELA		No	13	38.5%		50.4%	88.9%		6.2%	44.7%
		Math			13	30.8%		57.9%	88.7%		6.9%	37.7%
White	% Proficient	ELA		No	74	60.8%		28.1%	88.9%		3.9%	64.7%
		Math			75	53.3%		35.4%	88.7%		4.7%	58.0%
Socio-economically Disadvantaged	% Proficient	ELA		Yes	423	40.0%		48.9%	88.9%		6.0%	46.0%
		Math			422	37.4%		51.3%	88.7%		6.3%	43.7%
English Learners	% Proficient	ELA		Yes	196	20.9%		68.0%	88.9%		7.9%	28.8%
		Math			195	31.8%		56.9%	88.7%		6.8%	38.6%
Students with Disabilitites	% Proficient	ELA		No	71	19.7%		69.2%	88.9%		8.0%	27.7%
		Math			76	17.1%		71.6%	88.7%		8.3%	25.4%

2012 AYP Targets:	ELA = 77.8% Math = 77.4%	**2013 AYP Targets:**	ELA = 88.9% Math = 88.7%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor (Y2 in Red)
= Not Numerically Significant

11-Oct-12 Chaja

Appendix D

San Leandro High School
D's & F's By Department/Course
1st Semester Report Card – January 2013
2012/2013

Department/Course	# of Students Enrolled	# of Student D's	% of Student D's	# of Student F's	% of Student F's	% of Students D's & F's
ENGLISH DEPARTMENT						
English 1 CP	300	51	17%	70	23%	40%
English 1 CP/ELD 3	31	1	3%	0	0%	3%
English 1 CP EL	32	2	6%	13	41%	47%
English 1 Honors	280	27	10%	10	4%	14%
English 1RS	12	4	33%	0	0%	33%
English 1SD	11	4	36%	1	9%	45%
Companion English 1	73	10	14%	14	19%	33%
Intensive English 1	27	3	11%	1	4%	15%
English 2 CP	278	68	24%	31	11%	35%
English 2 CP/ELD 4	15	1	7%	3	20%	27%
English 2 CP EL	37	7	19%	8	22%	41%
English 2 Honors	285	21	7%	17	6%	13%
Companion English 2	22	2	9%	2	9%	18%
English 3 CP	306	66	22%	79	26%	48%
English 3 CP EL	29	10	34%	8	28%	62%
English 3 Honors	263	18	7%	8	3%	10%
English 4 CP	286	22	8%	10	3%	11%
English 4 CP EL	24	4	17%	1	4%	21%
English 4 Honors	113	15	13%	0	0%	13%
AP English Lit/Comp	82	2	2%	0	0%	2%
Creative Writing	29	8	28%	0	0%	28%
American Poet's Exp	29	1	3%	2	7%	10%
English 10-12 Edge	14	0	0%	0	0%	0%
English A 10-12	11	1	9%	0	0%	9%
English B 10-12	27	0	0%	2	7%	7%
English C 10-12	29	2	7%	1	3%	10%
SOCIAL SCIENCE DEPARTMENT						
World History CP	317	47	15%	29	9%	24%
World History CP EL	27	1	4%	0	0%	4%
World Hist Honors	156	16	10%	3	2%	12%
AP World History	117	7	6%	9	8%	14%
World History SD	22	0	0%	0	0%	0%
US History CP	322	60	19%	13	4%	23%
US Hisotry CP EL	17	2	12%	1	6%	18%
US History Honors	193	8	4%	4	2%	6%
AP US History	101	8	8%	2	2%	10%
US History SD	16	1	6%	0	0%	6%
American Gov CP	156	14	9%	2	1%	10%
American Gov CP EL	13	2	15%	0	0%	15%
American Gov Honors	104	2	2%	0	0%	2%
AP US Gov/Politics	16	0	0%	0	0%	0%

Department/Course	# of Students Enrolled	# of Student D's	% of Student D's	# of Student F's	% of Student F's	% of Students D's & F's
American Gov SD	14	2	14%	0	0%	14%
Economics CP	122	14	11%	3	2%	13%
Economics Honors	117	10	9%	0	0%	9%
Economics CP EL (S)	0	0	0%	0	0%	0%
Economics SD	1	1	100%	0	0%	100%
Geography	42	4	10%	3	7%	17%
Psychology	51	6	12%	2	4%	16%
Sociology	32	1	3%	0	0%	3%
Ethnic Studies	14	1	7%	0	0%	7%
MATHEMATICS DEPARTMENT						
Algebra CP	387	67	17%	126	33%	50%
Algebra CP EL	32	3	9%	3	9%	18%
Algebra RS	43	2	5%	0	0%	5%
Algebra SD	37	10	27%	2	5%	32%
Companion Math	40	2	5%	2	5%	10%
Transition Math	6	0	0%	0	0%	0%
Geometry	651	122	19%	103	16%	35%
Geometry EL	26	2	8%	1	4%	12%
Geometry RS	11	0	0%	0	0%	0%
Adv Algebra/Trig	494	94	19%	109	22%	41%
Adv Algebra/Trig EL	14	2	14%	2	14%	28%
Adv Algebra Honors	66	4	6%	2	3%	9%
Pre-Calculus	294	26	9%	7	2%	11%
AP Statistics	63	5	8%	1	2%	10%
AP Calculus AB	135	1	1%	0	0%	1%
AP Calculus BC	34	0	0%	0	0%	0%
PHYSICAL EDUCATION DEPARTMENT						
COED PE 9	656	41	6%	33	5%	11%
COED PE 10-12	91	12	13%	3	3%	16%
Team Sports	158	19	12%	2	1%	13%
Net Sports	163	12	7%	6	4%	11%
Weight Training	160	7	4%	6	4%	8%
Movement	128	12	9%	8	6%	15%
Athletics	42	0	0%	0	0%	0%
SCIENCE DEPARTMENT						
Science 1 CP	404	104	26%	90	22%	48%
Science 1 CP EL	7	3	43%	0	0%	43%
Science 1 SD	16	2	13%	1	6%	19%
Science 2 SD	32	11	34%	7	22%	56%
Biology CP	329	48	15%	133	40%	55%
Biology CP EL	26	3	12%	2	8%	20%
Biology Honors	272	46	17%	16	6%	23%
AP Biology	82	2	2%	0	0%	2%
Environmental Science	118	18	15%	35	30%	45%
Forensic Biology	149	14	9%	6	4%	13%
Physiology	35	5	14%	2	6%	20%
Physiology Honors	87	9	10%	4	5%	15%
Chemistry	356	57	16%	51	14%	30%

Department/Course	# of Students Enrolled	# of Student D's	% of Student D's	# of Student F's	% of Student F's	% of Students D's & F's
AP Chemistry	36	1	3%	0	0%	3%
Physics	209	15	7%	9	4%	11%
AP Physics B	36	3	8%	2	6%	14%
Health & Safety	292	25	9%	73	25%	34%
Health & Safety SD	15	3	20%	2	13%	33%
WORLD LANGUAGE DEPARTMENT						
Spanish 1	415	54	13%	81	20%	33%
Spanish Span Spk 1	145	9	6%	27	19%	25%
Spanish 2	312	37	12%	12	4%	16%
Spanish Span Spk 2	69	8	12%	4	6%	18%
Spanish 3	151	10	7%	1	1%	8%
Spanish Span Spk 3	42	0	0%	0	0%	0%
AP Spanish Language	62	1	2%	0	0%	2%
French 1	132	10	8%	3	2%	10%
French 2	101	14	14%	4	4%	18%
French 3	44	1	2%	0	0%	2%
AP French Language	9	2	22%	0	0%	22%
BUSINESS/VOCATIONAL EDUCATION						
Keybd/Wrd Processing	155	7	5%	1	1%	6%
Wood	107	13	12%	6	6%	18%
Adv Wood	5	0	0%	0	0%	0%
Metal Orientation	23	0	0%	0	0%	0%
Metal 1	9	0	0%	0	0%	0%
Adv Metal	4	0	0%	0	0%	0%
Auto Mechanics	101	14	14%	7	7%	21%
Adv Auto Mechanics	18	0	0%	0	0%	0%
Graphic Arts	138	1	1%	0	0%	1%
Digital Photography	59	10	17%	1	2%	19%
Journalism	21	1	5%	0	0%	5%
Yearbook	79	14	18%	1	1%	19%
Market Me 101	38	4	11%	2	5%	16%
Business Ownership	19	0	0%	1	5%	5%
Survey of Market	34	0	0%	0	0%	0%
Senior Project	32	0	0%	0	0%	0%
Marketing Occupations	60	12	22%	10	17%	39%
Entrepreneurship	58	4	7%	5	9%	16%
Intro Computers	116	8	7%	6	5%	12%
Intermediate Computer	47	1	2%	1	2%	4%
AP Computer Science	20	0	0%	0	0%	0%
VISUAL PERFORMING ARTS DEPARTMENT						
Creative Art	86	2	2%	0	0%	2%
Drawing Painting	236	13	6%	17	7%	13%
Adv Drawing Painting	20	0	0%	0	0%	0%
Sculpture 1	121	3	2%	1	1%	3%
Sculpture 2	12	0	0%	0	0%	0%
Fashion Design	28	1	4%	3	11%	15%
Studio Art	8	4	50%	0	0%	50%
AP Studio Art	11	0	0%	0	0%	0%

Department/Course	# of Students Enrolled	# of Student D's	% of Student D's	# of Student F's	% of Student F's	% of Students D's & F's
Theatre 1	32	2	9%	1	3%	12%
Tech Theatre 3-4	14	1	7%	1	7%	14%
Video Production	91	15	16%	3	3%	19%
Orchestra	76	0	0%	0	0%	0%
Choir	21	0	0%	0	0%	0%
Wind Ensemble	126	0	0%	0	0%	0%
Jazz Ensemble	12	0	0%	0	0%	0%
Seminar Notables	22	0	0%	0	0%	0%
NON DEPARTMENTAL						
Leadership	61	0	0%	0	0%	0%
AVID 9	99	19	19%	19	19%	38%
AVID 10	54	5	9%	3	6%	15%
AVID 11	31	0	0%	2	6%	6%
AVID 12	20	2	10%	1	5%	15%
Social Justice 1	33	2	6%	0	0%	6%
Social Justice 2	30	0	0%	0	0%	0%
Social Justice 3	21	2	10%	5	24%	34%
ELD 1	18	3	17%	1	6%	23%
ELD 1 Content	18	4	22%	1	6%	28%
ELD 2	19	2	11%	2	11%	22%
ELD 2 Content	19	2	11%	1	5%	16%
ELD 3	31	2	6%	0	0%	6%
ELD 4	15	1	7%	3	20%	27%
Library Service	5	0	0%	0	0%	0%
Elementary Aide	11	0	0%	0	0%	0%
PEER Tutoring	4	0	0%	0	0%	0%
Tutorial	88	3	3%	0	0%	3%
Life Skills	7	0	0%	0	0%	0%
Communication Skills	18					
Living Skills	19					
Functional Academy	15					
Home Economics	22					
Vocational Skills	15					
Adapted PE	20					