SPSA Year ☒ 2017–18

Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Name	San Leandro High School		
CDS Code	01-61291-0137588		
Revision Date			
Contact Name and Title	Dr. Reginald and Dr. Ronald Richardson Co-Principals	Email and Phone	regrichardson@slusd.us, ronrichardson@slusd.us (510) 667-3509
The District Governing Board approved this revision of the SPSA on			

The School's Mission & Vision Statements

The mission of the San Leandro High school 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, safe and secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change. The purpose of San Leandro High School is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. San Leandro High School is committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility.

San Leandro High School will continue to challenge and motivate each student to achieve his or her full potential as a responsible member of our diverse community and society. We offer a positive safe learning environment that promotes intellectual growth, health, creativity, and respect for self and others. Our vision is to model excellence and encourage academic achievement and personal success for all our students. Here at San Leandro High School students are prepared to be productive members of society. All scholars at San Leandro High school will leave with options for success that include 4-year colleges, community college to four-year college transfer, vocational or trade school admittance and to develop a career plan and pathway to help them transition to their next steps beyond high school.

San Leandro High School is proud to partner with students, Our full service Health and Wellness Center that opened in the Fall 2015 will continue to provide information on services and programs that will support students, parents and families who need assistance beyond the classroom and educational programming. San Leandro High School is committed to building the capacity of staff, families, students and the community to establish partnerships that strengthen student learning and improve our school environment. We invite our families and community members to partner with us to ensure the success of all our students and community at large. Additionally, San Leandro High focuses on infusing our school virtues throughout our student body and staff to help foster character development and a positive school culture.

Our guiding community virtues are the following:

We are life long learners.
We are leaders in training.
Don't be part of the problem. Be part of the solution.
Failure is not an option.
Discipline yourself so no one else has to.
Stay calm at all times.
If you have a goal nothing is impossible.
We come from greatness.

SCHOOL PROFILE

San Leandro High School is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro High School is the only comprehensive public high school in San Leandro, serving a very diverse student body of 2,600 in grades 9-12 on our campus, and is surrounded by the cites of Oakland, San Lorenzo, and Hayward. We pride ourselves in being a comprehensive high school that offers a breadth of options for students with varying interests. In order to respond to overcrowding, the FTK campus was built along with a completely renovated science wing. Our state of the art (Arts and Educational Center) was built to support our theater and music programs as well as our San Leandro Media Academy. Under Measure D, construction projects included the renovation of our Career Technical Education Facilities, as well as the addition of a new swimming pool facility, which was completed in the Spring of 2010. Our Career Technical Education facilities were renovated to support our Automotive, Metal, Wood Shop, Drafting, and Graphic Design classes regarding safety regulations and appropriate class space for quality instruction. All classrooms on our campus have electrical and internet bandwidth connections to accommodate today's technology. We offer challenging curriculum and electives, creative opportunities in the arts, and an extensive variety of sport programs, clubs and extracurricular activities. We also offer several "smaller schools within a school" academies for students to find a niche and pursue their interests. Our academies provides an opportunity for a group of students to enroll in a specific set of courses associated with a designated career area.

Although some of our programmatic needs have evolved over time, our commitment to offering options to our SLHS students is unwavering. This year we integrated our two campuses so that grade 9-12 students are all benefitting from the facilities described above. In addition to our academies, we have launched career pathway programs. The current 9th grade cohort, the class of 2021, were the first group of students to take our newly adopted college and career seminar. After this first year at SLHS, students will be able to choose from robust pathway options, some of which include Advanced Placement courses. The five pathways include: 1) public service and law 2) information communications technology 3) biomedical health 4) advanced manufacturing and 5) digital media.

San Leandro High attendance area encompasses most of San Leandro. The primary feeder schools are Bancroft Middle School, and John Muir Middle School. The remaining incoming students arrive from private schools, transfers within and outside the district, and from out of the country. The fact that our community is geographically spread out across the city provides both opportunities and challenges. The opportunities lie in the resources and enrichment experiences that our area provides. Both students and staff receive benefits from the cultural and ethnic diversity resulting from a student population that comes from varying backgrounds. The challenge is to increase parent and community participation from all of the families that we serve despite our vast demographic spread across the city.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

San Leandro High School celebrates many accomplishments that have been achieved through the past three-year LCAP cycle. The San Leandro High School Single Plan for Student Acievement 2015-2017 implemented a number of actions and servieces aligned with the LCAP that supported the inprovement of student performance and access. The actions and services are articulated below:

GOAL 1: STUDENT ACHIEVEMENT ACCESS & EQUITY
SLHS has substantually increased the A-G approved courses and AP courses offered to all students; which increases students access to four year Public and Private Universities and CSU's.
SLHS has provided more choices in World Language by adding a Madarin program to our master schedule.
SLHS increased after school enrichment and academic support opporunities by providing Coding classes and math tutoring for all students.
SLHS funded a Math Coach to provide additional math support for the newly adopted Eureka curriculum.
SLHS celebrates it strong music program. The school has both a concert band, string orchestra, and notables. This year the band and orchestra participated in a professional workshop at Disneyland.
SLHS has successfully developed and will be implementing new Career Pathway courses in the 2017-2018 school year.
SLHS Science Department successfully developed and will be implementing the new NGSS course sequencing model for the 2017-2018 school year. This new model will give all students access to the foundational sciences such as Chemistry, Physics, AP Chemistry, and AP Physics
SLHS teachers participated in rigourous high quality professional development; which includes PBL, ASLA (Assessing Student Learning Accurately), and Designated and Intergrated ELD.
SLHS has successfully developed a Marching Band Program and will be fully implementing it in the 2017-2018 school year

GOAL 2: TECHNOLOGY
SLHS build a new state of the art Computer Science Lab to enhance our Career Pathway options and access for all students.
SLHS has 1 to 1 computer ratio and is now connected to the fiberloop.
SLHS has provided all teachers with extensive training in the utilization of technology. The platforms where teachers received training include: Google Classroom, Illuminate, STAR Renaissance, Compass Learning, and Newsela.
SLHS hosted a Tech Night where we gave away over 50 refurbished computers to families in need of technology at home.

GOAL 3: COMMUNITY RELATIONS
SLHS has ehanced its translation services and all robo calls go out in Spanish as well.
SLHS has vastly improved it communication systems in order to better communicate with parents and community members through sending out bi-weekly newsletters, keeping the SLHS website current with updated information, robo calls, monthly Parent Coffee and Conversation meetings and frequent school tours.
SLHS/District has colllaborated with AC transit to implement the Clipper Card Program; which allow for all 10th graders to recieve free bus passes.

GOAL 4: SCHOOL SAFETY HEALTH & WELLNES
SLHS have embedded the community virtues and S.A.I.L in our everday activities around school climate and culture. PBIS is used as a strategic tool to support and promote student leadership and postive behavior.
SLHS continues to have a strong athletics program for boys and girls. All students have an opportunity to play an orgainzed support.

GOAL 5: FACILITIES
The Superitendent supported SLHS by purchasing a new speaker system in the gymnasium to help improve the quality of our school-wide assemblies.
SLHS has now connected to the Fiber Looop and has the bandwidth to run all its technological devices at the same time.
SLHS supported all classrooms that needed air conditioning by purchasing portable AC units for them.
SLHS successfully reconfigurated the FTK Campus as another wing at San Leandro High School. FTK will be the World Language and Math learning community wing in fall 2017.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

San Leandro Unified School District uses multiple measures to determine the greates needs. In addition to the CA Dashboard, the district has an established internal dashboard that San Leandro High School administrators reference.The internal data dashboard includes both academic progress indicators as well as behavioral indicators. This dashboard is a key element in our evaluation of current programs, curriculum, and services that students receive. After anaylsis of both the CA Dashborad and our internal local indicators of performance and progress, the following areas surfaced as greatest needs at San Leandro High.

2015-2016 SMARTER BALANCED ELA AND MATH INDICATORS:

ELA & MATH INDICATOR for English Learners: 95% of our 153 ELL students who tested did not met standard in ELA-(Red and Orange) and 91% did not meet standard in Math

ELA & MATH INDICATOR for African Americans: 61% of our 138 African American students who tested did not met standard in ELA-(Red and Orange) and 90% did not meet in Math

ELA & MATH INDICATOR for Latino students: 54% of our 448 Latino students who tested did not meet standard in ELA-(Red and Orange) and 83% did not meet in Math

ELA & MATH INDICATOR for Socio-Economically Disadvandaged students: 60% of our 625 SED students who tested did not meet standard in ELA-(Red and Orange) and 81% did not meet in Math

ELA & MATH INDICATOR for Students with Disablility students: 32% of our 113 SD students who tested did not meet standard in ELA-(Red and Orange) and 94% did not meet in Math

2. What steps is the school planning to take to address these areas of greatest need for improvement?

The following actions outlned in SLHS's SPSA will be taken to improve the areas of greatest needs for improvement. San Leandro High School will continue to develop and implement equitable systems that break down barries for our students and maximizes on providing our students access to all academic and extra curricular programs our high school offers.

SLHS will:
*Provide professional development and support for culturally and linguistically responsive teaching.

SLHS will continue to address the needs of English Language Learners by:
*Empower students to attend public and/or private colleges by establishing a college-ongoing culture throughout the high school
*Continue to give students access to a-g courses
*Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English Learners
*Increase reclassification rates in order to ensure more access to a-g courses
*Deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents

SLHS will address the needs of improving proficiency in English Language Arts by:
*Empower students to attend public and/or private colleges by establishing a college-ongoing culture throughout the high school
*Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, and Science
*Asess student leanring through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and Performance based assessment toools to inform teaching and respond to students' needs
*Implement PBL (Project Based Learning) so that every student experiences at least two poject based units every academic year
*Promote an instructional delivery model that develops the global competencies within our students (i.e. critical thining, problem solving, communication, collaboration, and creativity)

SLHS will address the needs of improving proficiency in Math by:
*Empower students to attend public and/or private colleges by establishing a college-ongoing culture throughout the high school
*Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum Eureka
*Continue to provide after school intervention/tutoring for students struggling in all math content areas
*Assess student leanring through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance based assessment tools to inform teaching and respond to students' needs

SLHS will conitnue increase our graduation rate above 97%
*Progress monitor and provide intervention for juniors and seniors who are credit deficient
*Continue to implement credit recovery summer school
*Continue to collaborate with Lincoln Alternative Ed, Adult School, and Lighthouse to support our students who are struggling academically and social emotionally

SLHS will continue to reduce the suspension rate and improve school climate and culture:
*Utilize equitable restorative strategies to support student behavior
*Implement multitiered intervention strategies for academic and behavior support
*Promote prevention and intervention programs that focus on health, wellnes and positive personal, social development

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

The following state indicators included student groups in Red or Orange: Reference District strategic plan for this section

2015-2016 SMARTER BALANCED ELA AND MATH INDICATORS:

ELA & MATH INDICATOR for English Learners: 95% of our 153 ELL students who tested did not met standard in ELA-(Red and Orange) and 91% did not meet standard in Math

ELA & MATH INDICATOR for African Americans: 61% of our 138 African American students who tested did not met standard in ELA-(Red and Orange) and 90% did not meet in Math

ELA & MATH INDICATOR for Latino students: 54% of our 448 Latino students who tested did not meet standard in ELA-(Red and Orange) and 83% did not meet in Math

ELA & MATH INDICATOR for Socio-Economically Disadvandaged students: 60% of our 625 SED students who tested did not meet standard in ELA-(Red and Orange) and 81% did not meet in Math

ELA & MATH INDICATOR for Students with Disablility students: 32% of our 113 SD students who tested did not meet standard in ELA-(Red and Orange) and 94% did not meet in Math

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

After analysis of both the CA Dashboard and our internal local indicators of performance and progress, the following areas emerged as the greatest needs at SLHS. The steps that we are taking to address the areas of need fall under the areas of the SLUSD stategic plan. The steps are as follows:

The steps SLHS is planning to take to increase our ELA and Math proficiency are:

Goal #1 Teach, Learn, and Achieve
Key Initiatves:
1. Culturally Relevant Engaging Pedagogy
* Provide professional development and support for curlturally and linguistically responsive teaching
2. Personalized Real World Learning
* Implement differentiation/multitiered intervention strategies for academic and behavioral support
3.Standards Aligned Instruction and Assessment
* Support the effective, consistent implmentation of newly adopted standards in ELA and Math
* Ensure access to systematic language development opportunities throughout the instructional day for our English Learners
4. Project Based Learning
* During the 108 minute block schedule two days a week, implement robust engaging PBL units that deepen students learning while developing their critical thinking skills, collaboration skills, creativity, and problem solving skills.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

SLHS will:
*Provide professional development and support for culturally and linguistically responsive teaching.

SLHS will continue to address the needs of English Language Learners by:
*Empower students to attend public and/or private colleges by establishing a college-ongoing culture throughout the high school
*Continue to give students access to a-g courses
*Focus on ensuring access to systematic language development opportunities throughout the instructional day for our English Learners
*Increase reclassification rates in order to ensure more access to a-g courses
*Deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents

SLHS will address the needs of improving proficiency in English Language Arts by:
*Empower students to attend public and/or private colleges by establishing a college-ongoing culture throughout the high school
*Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, and Science
*Asess student leanring through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and

performance based assessment toools to inform teaching and respond to students' needs
*Implement PBL (Project Based Learning) so that every student experiences at least two poject based units every academic year
*Promote an instructional delivery model that develops the global competencies within our students (i.e. critical thining, problem solving, communication, collaboration, and creativity)

SLHS will address the needs of improving proficiency in Math by:
*Empower students to attend public and/or private colleges by establishing a college-ongoing culture throughout the high school
*Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum Eureka
*Continue to provide after school intervention/tutoring for students struggling in all math content areas
*Assess student leanring through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance based assessment tools to inform teaching and respond to students' needs

SLHS will conitnue increase our graduation rate above 97%
*Progress monitor and provide intervention for juniors and seniors who are credit deficient
*Continue to implement credit recovery summer school
*Continue to collaborate with Lincoln Alternative Ed, Adult School, and Lighthouse to support our students who are struggling academically and social emotionally

SLHS will continue to reduce the suspension rate and improve school climate and culture:
*Utilize equitable restorative strategies to support student behavior
*Implement multitiered intervention strategies for academic and behavior support
*Promote prevention and intervention programs that focus on health, wellnes and positive personal, social development

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

The barriers and challenges that minimize the effectiveness of actions and services are listed below:

Barrier/Challenge 1: Although SLHS has retained over 80% of our Special Education and Math teachers for the 2017-2018 school year, we experienced high levels of teacher attrition in the past three school years.

Barrier/Challenge 2: It is difficult to implement the actions and services of the Single Plan for Student Achievement when newly hired staff have yet to be trained on the instructional strategies that foster student learning and achievement.

Barrier/Challenge 3: There has been a significant challenge to develop school-wide interventions/accelerated programs that specifically support students who are performing below grade level in mathematics. For example, SLHS has identified a significant number of students who have failed Algebra 2 or more times. The concern is that the students who are not passing Algebra or Geometry are unable to move on to higer levels of mathematicsds. Additionally, it prevents them from be UC and CSU eligible.

The corrective measures that will be taken to address how teacher turnover negatively impacts the actions and services of this plan are listed below:
Goal #3 Collaborative and Engaged District Culture
Key Initiative
1. Employee relations - Enhance new employee on-boarding and mentorship experiences.

The corrective measures that will be taken to address the need to train newly hired teachers on effective instructional strategies that foster student learning and achievment are listed below:
Goal #3 Collaborative and Engage District Culture
Key Iniative
2. Emplyee development - Continue ongoing professional development opportunities teachers based on employee needs and input

The corrective measures that will be taken to address students who continue to perform below grade level in Math are listed below:
Goal #1 Teah Learn Achieve

Key Iniative 1, 2, and 3
1c. Standards Aligned Instruction and Assessment - Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum
2b. Integrate technology consistently through the adopted blended learning suite
2c Provide professional development and support for culturally and lingusitically responsive teaching
2d. Focus on ensuring access to systmatic language development opportunities throughout the instructional day for our English Learners.
3b. Utilize a multitiered intervention framework for academic and behavioral support.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

Parents have received and completed the School/Parent Compact.

Parents have received a copy of the Parent Involvement Activities.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA** – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

III. **PARENT INVOLVEMENT** – Briefly describe your parent involvement activities.

IV. **ELEMENTARY SCHOOLS** – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	622	579	580	561	575	558	93.2	96.9
All Grades	622	579	580	561	575	558	93.2	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2583.9	2597.7	18	23	35	38	25	22	22	18
All Grades	N/A	N/A	18	23	35	38	25	22	22	18

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	26	26	51	54	23	20
All Grades	26	26	51	54	23	20

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	27	35	48	46	25	19
All Grades	27	35	48	46	25	19

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	18	19	59	66	23	15
All Grades	18	19	59	66	23	15

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	32	36	52	49	16	15
All Grades	32	36	52	49	16	15

Conclusions based on this data:

1. The 2015 - 2016 CAASPP results show that 85% of our students met or exceeded the English Language Arts/Literacy standards.
2. The 2015 - 2016 CAASPP results show that 49% our students nearly met the English Language Arts/Literacy standards.
3. The 2015 - 2016 CAASPP results show that 15% our students performed below the standards in English Language Arts/Literacy.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	622	579	585	558	579	555	94.1	96.4
All Grades	622	579	585	558	579	555	94.1	96.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2517.3	2546.4	5	7	16	18	21	27	58	48
All Grades	N/A	N/A	5	7	16	18	21	27	58	48

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	11	12	29	35	60	54
All Grades	11	12	29	35	60	54

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	10	45	47	48	43
All Grades	7	10	45	47	48	43

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	10	11	59	62	31	28
All Grades	10	11	59	62	31	28

Conclusions based on this data:

1. The 2015 - 2016 CAASPP results show that 25% of our students met or exceeded the standard in Mathematics.
2. The 2015 - 2016 CAASPP results show that 27% of our students nearly met the standard in Mathematics.
3. The 2015 - 2016 CAASPP results show that 48% of our students performed below standard in Mathematics.

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	1	4	4	22	30	35	49	37	32	10	11	11	18	18	17
10		4	3	26	24	32	57	39	33	13	17	16	4	15	16
11	2	12	3	29	32	29	52	39	31	15	5	18	3	12	19
12	6	3	2	27	27	10	36	34	33	12	16	24	19	19	32
Total	2	5	3	26	28	27	48	37	32	12	13	16	12	16	21

Conclusions based on this data:

1. The 2015-2016 CELDT results show that there was an 8% increase of students testing early advanced in 11th grade.
2. The CELDT results show that SLHS are enrolling more beginning level EL students.
3. The 2015-2016 CELDT results show that there was a 9% decrease in students testing advanced in 11th grade.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	1	6	5	19	26	31	43	31	30	10	14	12	27	23	22
10	1	3	3	24	26	28	51	36	27	13	14	18	11	21	23
11	5	10	4	23	28	26	46	31	28	15	8	18	11	24	24
12	6	2	1	26	24	10	37	33	34	12	14	24	19	26	30
Total	3	5	4	23	26	25	44	33	30	12	12	17	17	23	24

Conclusions based on this data:

1. It is evident that 3% of our EL students are advanced. (This is based on 2013-2014 CEDLT data.)
2. It is evident that 23% of our EL students are early advanced. (This is based on 2013-2014 CEDLT data.)
3. It is evident that 44% of our EL student are early intermediate and 17% are beginning. (This is based on 2013-2014 CEDLT data.)

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17	4	1.2%
2015-16	73	22.5%
2014-15	72	20.3%

Conclusions based on this data:

1. Based on the 2016-2017 student performance data 1.2% of EL students were reclassified.
2. Based on the 2015-2016 student performance data 22.5% of EL students were reclassified.
3. The student performance data shows that there was a significant decline in students being reclassfied in 2016-2017 school year.

Stakeholder Engagement

SPSA Year ☒ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?

Our administrative team first solicited input at our monthly Instructional Leadership Team (ILT) meeting on March 13, 2017. ILT members, along side administrative team members, rotated through our five strategic goals and solicited "I likes" and "I wonders" from the group. We also reviewed the new California Dashboard. We modeled a process by which they could gather input from their department members and by early April, all teachers had an opportunity to provide input. Additionally, our Co-Principals reviewed our SPSA and solicited input from families and students at a School Site Council meeting in late April. After gathering input from stakeholders, the administrative team gathered to do final planning and writing of the 17-18 SPSA.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

Parents and students who were members and attendees of the School Site Council and English Learner Advisory Committe played an intricate role in helping to develop our SPSA. Their insight and suggestions helped guide us in developing our action steps/services in the following ways:
*Improve teacher to parent communication, maintain an updated school website, continue to hold informal parent meetings
*Provide more course option for students choose from (i.e. offer an ethnic studies course to learn about various cultures and contributors to human history)
*More culturally relevant teaching and topics within the classroom
*Provide more opportunies for families to get invovled in the school within the school day
*Provide specific support for our English Learners that will help guide them to proficency/reclassification and provide more access to a-g courses

SLHS Teachers and Classified staff gave feedback and suggestions that helped refine our district aligned action steps towards improving our services for all students at SLHS.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
San Leandro High School needs to continue to implement quality instruction that is aligned with Common Core State Standards (CCSS) and New Generation Science Standards (NGSS). In the last several years accessibility to statewide testing (CST) and now (SBAC) data has given Californians a glimpse at how well schools and students are measuring up to state and local academic standards. San Leandro High School will continue to provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Across the board, our test scores in English Language Arts and Mathematics show a gap in achievement for students from specific ethnic, cultural, socio-economic and linguistic backgrounds. To ensure all students have equal access to college and career readiness, San Leandro High School will continue to ensure the following:

- All students need to have access to the core curriculum and access to quality instruction.
- All English Learners need to have access to systematic language development throughout the instructional day.
- Teachers need to maintain high expectations for learning and differentiated and provide instruction for varied learning styles, and give students multiple opportunities to learn and demonstrate their learning.
- All students need to have access to rigorous, standards-based curriculum, academic courses and learning paths for college and career.
- Specific student groups are not over or under-represented in honors, A.P., I.B., and/or special needs classes.
- Students need to continue to have access to targeted intervention programs that are standards-aligned.

San Leandro High School needs to continue to analyze current learning environments, teaching practices, and professional development plans to evaluate their alignment with Goal 1 of the San Leandro Unified District's strategic plan. Additionally, San Leandro High needs to continue to provide professional development opportunities to staff in order to develop a foundational understanding of the teaching and learning that supports best practices to meet new student achievement expectations. Recommendations will be made to improve alignment and support best practices systemically. Data driven instruction as well as ongoing assessments will be a guide to progress monitor student learning and growth using formative and summative teacher generated and District assessments. The overarching goal is to adequately assess our students and show the significant increase of students that meet or exceed proficiency in Math and English Language Arts.

San Leandro High will continue to use California Dashboard, CAASPP data, STAR Renaissance, and staff, student, and parent surveys.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
Academic indicators for Mathematics as reported on the CA State Dashboard, CAASPP, STAR Renaissance, and District Interim Assessments	In 2015-2016, 24 percent of all students met or exceeded standards on the Mathematics section of the CAASP	75% of SLHS students who took the SBAC did not meet standard in Math.
Academic indicators for English Language Arts as reported on the CA State Dashboard, CAASPP, STAR Renaissance, and District Interim Assessments	In 2015-2016, 50 percent of all students met or exceeded standards on the ELA section of the CAASP	50 percent of SLHS students who took the SBAC did not meet standards in ELA.
English Language Learners Progress Indicator as reported on the CA State Dashboard. CAASPP, STAR Renaissance, District Interm Assessments	In 2015-2016, 22.5% of SLHS English Language Learners were reclassified	Continue to differentiate using ELD strategies across core subject areas. Develop EL studetents writing skills
English Learner Reclassification rate is factored into the ELP Indicator for the State.	In 2015-2016, 22.5% of SLHS English Language Learners were reclassified	Only 1.2% of EL Students were reclassified.

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☒ Unchanged

SLHS needs to ensure that all students have access to a systmatic language development throughout the instructional day and provide opportunies for our EL students to engage in project based learning activities with their peers. Additionally, SLHS will provide supports for EL students across all content areas of the curriculum by providing Intergrated ELD which identifies key conceptsm grammar skills, and vocabulary that is intergrated with core subjects and support the delivery of Designated ELD instruction in ELA and Social Science.

SLHS will implement high quality differentiated/scaffolded instruction in mathematics that will support students in mastering the foundational skills in Algebra and Geometry. SLHS will also continue to implement Eureka curriculm and implement ongoing assessments to progress monitor student growth and needs.

2017-18

Amount	77,000

Budget Reference
Expenditure Description

0001-0999: Unrestricted: Locally Defined
Continue to fund 12 departments to support standards-based instructional and academic programmatic needs.

Amount

5,000

Budget Reference
Expenditure Description

0001-0999: Unrestricted: Locally Defined
Compensation for teachers to develop courses of study and continue to maintain, publish, and update online course catalog.

Amount

41,939

Budget Reference
Expenditure Description

0001-0999: Unrestricted: Locally Defined
Computer Support Assistant will support teachers, administration, and office staff in maintaining the high quality functions of technology.

Amount

81,757

Budget Reference
Expenditure Description

0001-0999: Unrestricted: Locally Defined
Funds will purchase instructional materials and office supplies needed for the day to day operation at the high school. Additionally, the discrectionary funds will support SLHS climate and culture initiative which supports our the continuum of improving school-wide culture.

Budget Reference
Expenditure Description

0001-0999: Unrestricted: Locally Defined
Funds will support teachers and counselors to attend content specific conferences and professional developments. Conferences will be approved by administration.

Budget Reference
Expenditure Description

0001-0999: Unrestricted: Locally Defined
Funds will purchase rentals and furniture for school-wide community engagement events; such as Pirate Days, Back-to-School Night, College Night, Career Day, Career Expo Night, etc..

Amount

10,000

Budget Reference
Expenditure Description

0001-0999: Unrestricted: Locally Defined
Funds will pay for food services throughout the school year. SLHS host various staff and community events where food is provided.

Amount

11,754

Budget Reference
Expenditure Description

0001-0999: Unrestricted: Locally Defined
Funds will pay for teacher release so that teachers can attend PBL trainings, ASLA workshops, NGSS planning, Teacher lesson study, etc..

Budget Reference
Expenditure Description

1000-1999: Certificated Personnel Salaries
Funds will purchase medical/first aid supplies

Action 2

ACTIONS/SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
At San Leandro High School, we seek to inspire students to learn about their post-secondary options, explore their personal interests, and be prepared to pursue their goals. This includes establishing a college going culture across all classrooms so students are prepared to attend public and/or private colleges. The work continues with the systematization of college and career counseling programming experiences and outcomes. Beginning in the 9th grade year, all students will experience our new College and Career Readiness course and create a four year plan. Counselors will review plans and student progress in the tenth and junior year. By senior year, students will experience a number of programs, including the Annual Senior Night/Cash for College which offers families the opportunity to unleash scholarship and other financial support tools so students can access fiscal resources with assistance in FAFSA completion. Year four of the SLUSD Co-Teaching Initiative will strengthen the connection between general education and special education services to improve postsecondary options for our students with special needs. Much refinement in testing and identification has increased the reclassification rates of English Learners in order to ensure access to college going course programming. Expanded specialized programs such as the Two Way Bilingual Immersion, S.T.E.M, and other programs have enhanced learning and provided students with a competitive edge when considering college and career opportunities.

Importantly, our low-income students, English learners, and foster youth will continue to benefit from the strategic focus on college and career access. Given our focus on equity and inclusion, students who demonstrate the most need will be considered target recipients of the services outlined in Goal 2. At a more specific level, the 2017-2018 LCAP has commitment to services such as a program coordinator for college and career readiness, a health educator, the operations of a student based health center for behavioral/medical/dental services, a contract with the EAOP, access to a college and career planner technology platform (Naviance), and the expansion of immersion programs.

Areas of growth include systematizing post-secondary collegiate tracking for graduated SLHS students for data analysis to address decreases in four year college enrollment.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
# of students using Naviance at different grade levels for different purposes.	Limited SAT/ACT preparation program	Implement SAT/ACT preparation program for students in grades 10th - 12th grade
# of students scoring well on SBAC test and qualifying		Continue to build AVID program and provide

for ERWC course.		professional development for teachers during the summer and throughout the school year
# juniors prepared to take and taking the SAT and/or ACT		Implement the consistent use of Naviance including the Student and Parent Portals.
# of 9th graders who have completed a Career Interest survey and who have a completed 4 year plan that they can share with their Academic Counselor and family.		

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Increase access for all students to online career and college exploration software, including Naviance and CaliforniaColleges.edu to allow all student to research their individual college and career goals, upload required college application documents, and facilitate the application process to post-secondary institutions.

BUDGETED EXPENDITURES

2017-18

Amount	20,000
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Subscription to Naviance for 2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English ☐ Students with ☐ Foster Youth ☐ Low Income ☐

Learners Disabilities

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Implement a required semester long UCOP "g" approved course for all 9th grade students in College and Career Readiness using the "Get Focused, Stay Focused" curriculum.

BUDGETED EXPENDITURES

2017-18

Amount	16,000
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries salary for 1.8 College and Career Readiness teachers
Amount	20,000
Source	California Career Pathways Trust
Budget Reference Expenditure Description	4000-4999: Books And Supplies Get Focused Stay Focused textbooks

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☒ First Generation to Attend College

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Continue to build AVID program.

BUDGETED EXPENDITURES

2017-18

Amount	15,000

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries .2 AVID Coordinator position
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries AVID Summer Institute and ongoing PD throughout the year

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Implement a SAT/ACT preparation program for students in grades 10th - 12th

BUDGETED EXPENDITURES

2017-18

Amount	14,130
Budget Reference Expenditure Description	0000: Unrestricted Free PSAT for all 10th and 11th grade students
Amount	10,000
Budget Reference Expenditure Description	0000: Unrestricted Free SAT for all 11th graders

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Fully staff our College and Career Center with a full time EAOP College and Career Advisor as well as a College and Career Coordinator as well as flexing Academic Counselor schedules so they are available after school in the C and C Center.

BUDGETED EXPENDITURES

2017-18

Amount	30,000
Source	Locally Defined
Budget Reference Expenditure Description	0001-0999: Unrestricted: Locally Defined Full Time EAOP Coordinator
Amount	50,000
Source	Locally Defined
Budget Reference Expenditure Description	0001-0999: Unrestricted: Locally Defined Full Time College and Career Coordinator

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Develop an on-line system of gathering post-secondary plans as well as tracking students after their first and second year out of high school for use in Perkins reporting and to get baseline data for site improvement.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries hourly support to develop and coordinate data collection system

Action **7**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Increase the reclassification rates of English Learners in order to ensure access to college going course programming

BUDGETED EXPENDITURES

2017-18

Budget Reference
Expenditure Description

1000-1999: Certificated Personnel Salaries
Hourly curriculum development time to review existing courses and provide room in our master schedule for EL students to take a-g courses.

Action **8**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **9**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **10**

ACTIONS/SERVICES

2017-18

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Build staff culture of learning from one another and working together to ensure success for all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
Observations of staff during collaboration time	Piloted collaboration protocol	Implemented collaboration protocol with full fidelity.
Number of staff opting into certain trainings, such as Assessing Student Learning Accurately, educating our beginning English Learners, PBL, etc.	Inconsistent participation in District sponsored professional development.	Improved participation in a variety of professional development opportunities.

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Provide professional development and release teachers from the classroom to support their implementation of instructional intiatives.

BUDGETED EXPENDITURES

2017-18

Amount	10,000
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Subtitutes for teacher release.

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☒ Unchanged

To increase access to A-G aligned courses for ELs whose CELDT scores are at the intermediate level and below, provide training and collaboration for teachers of sheltered and clustered content area classes to promote their professional growth in better serving English Learner students.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries teacher professional development on EL support

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **4**

ACTIONS/SERVICES

2017-18

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
San Leandro High School needs to continue to actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students. In addition, San Leandro High School believes that the developmental needs of our students are central to every aspect of the operations of our learning environment and that interactions with our stakeholders must be governed by our core values—integrity, responsibility, innovation, excellence, and professionalism. The emergence of our United Parents, Student Council (SSC), English Language Learner Committer (ELAC) with associated subcommittees has truly empowered all stakeholders and strengthened our effectiveness of providing opportunities for parents and families to give input and be involved with their child(s) school.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
Parent participation/input with developing and modifying the Single Plan for Student Achievement.	School Site Council (SSC) English Language Leaner Advisory (ELAC)	School Site Council (SSC) English Language Leaner Advisory (ELAC)
Parent Surveys that assess satisfaction and improvements in the following areas: Communication, School Culture and Climate, Input Raised funds for Academic and Athletics Programs	San Leandro High United Parents/Athletic Boosters	San Leandro High United Parents/Athletic Boosters
Parent Surveys that assess satisfaction and improvements in the following areas: Communication, School Culture and Climate, Input	School Website upgrades/development/updates	School Website upgrades/development/updates

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

San Leandro High School's objective is to improve internal and external communication systems with the specific goal of creating open, two-way communication between the School Board, Division Leadership Team, administration, staff, students, parents and the San Leandro High School community. All students, staff members, parent and community members will be able to communicate with the San Leandro High School staff/departments in a clear, accessible, and efficient manner.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Provide translations for parent meetings, community engagement, and written communciation for families.
Source	Supplemental and Concentration
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries College and Career Readiness Coordinator willl provide parent education workshops on the college application process, accessing financial support, and how to be a supportive parent in accessing post-secondary opportunities. *Funded by centralized district resources.
Source	Career Pathways Trust Grant
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Career Pathway Coordinator willl provide parent education workshops on the career pathways, the affiliated internships, and how career pathways increase college and career readiness and options. *Funded by centralized district resources.

Action 2

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 3

ACTIONS/SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
San Leandro High School: Goal #5 Aligned with our District Strategic Plan, SLHS will continue to progress monitor the maintenance and beautification of SLHS.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
Aligned with our District Strategic Plan, SLHS will continue to progress monitor the maintenance and beautification of SLHS.	SLHS Administration and Custodial Services worked diligently to ensure that our two campuses, (Main and FTK) stayed clean and maintained at all times. Additionally, Maintenance and Operations continued to support by repairing and maintaining the school facilities on a consistent basis.	SLHS Administration and Custodial Services worked diligently to ensure that our two campuses, (Main and FTK) stayed clean and maintained at all times. Additionally, Maintenance and Operations continued to support by repairing and maintaining the school facilities on a consistent basis.
Aligned with our District Strategic Plan, SLHS will continue to progress monitor the upkeep of the facilities to ensure students/staff had access to a safe and clean facility	Custodial staff, Administration, Maintenance and Operations, and District Office collaborated and progress monitored the upkeep of the facilities to ensure students/staff had access to a safe and clean facility. However, it is imperative that Administration and Maintenance and Operations continue to closely work together to ensure that SLHS security cameras are high functioning and maintained to ensure our students' and staff's safety.	Custodial staff, Administration, Maintenance and Operations, and District Office collaborated and progress monitored the upkeep of the facilities to ensure students/staff had access to a safe and clean facility. However, it is imperative that Administration and Maintenance and Operations continue to closely work together to ensure that SLHS security cameras are high functioning and maintained to ensure our students' and staff's safety.

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

SLHS Administration and Custodial Staff/Services will continue to work diligently to ensure that all facilities and grounds stay clean and maintained at all times. With the continued support of our District Maintenance and Operations repairing and maintaining the school facilities on a consistent basis will be evident.

BUDGETED EXPENDITURES

2017-18

Budget Reference	4000-4999: Books And Supplies
Expenditure Description	Additional custodial supplies to ensure high standards of cleanness and ongoing maintenance on the SLHS campus

Action 2

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 3

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Implementation of PBIS matrix to address student behavior, academics needs, social emotional development, and interventions to promote a positive School climate and culture

BUDGETED EXPENDITURES

2017-18

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Continue our efforts in developing a plan for positive recognition for students, staff, and administration in addressing issues and making progress towards improvement.

BUDGETED EXPENDITURES

2017-18

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

SLHS will continue to collaborate, plan and develop a strong positive relationship with our new Student Health & Wellness Center to ensure all families and students have access to the support services and programs that will be offered at our Student Health & Wellness Center

BUDGETED EXPENDITURES

2017-18

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

San Leandro High School will develop and engage in a system of ongoing prevention and intervention supports to decrease chronic absenteeism and improve attendance of all students

BUDGETED EXPENDITURES

2017-18

Action **5**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **6**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **7**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **8**

ACTIONS/SERVICES

2017-18

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU "a-g" requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
A majority of students at San Leandro High School need improved access to programs and services that increase their levels of college and career readiness. The site needs to increase the number of students who enroll in a post secondary institution, to increase the number of students in dual enrollment courses, to increase the number of students who are reclassified, decrease the number of long term English Learners, to increase the number of students in A-G courses, to decrease the number of students who enroll in remedial math and English courses in post secondary institutions, to increase the number of students in Advanced Placement courses, to increase the number of students completing a career pathway, to increase the number of students in work based learning programs, to increase the number of students demonstrating workability readiness, to increase the number of students in internships, to increase the number of students in career technical education pathways, and to increase the number of students who receive financial resources to attend and complete college.

San Leandro High School continues to develop new courses and/or revise current courses to be aligned with UC "a-g" subject requirements and increase the percent of students' UC/CSU eligibility. The 2017-18 school year will mark the first year implementation of the 12th grade level Expository Reading and Writing Course (ERWC). This course allows 12th grade students who scored "conditionally ready" on the California Assessment of Student Performance and Progress (CAASPP) ELA assessment to clear their conditional status, thus avoiding remedial English courses.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
Accurate, up-to-date online 2017-18 Course Catalog	Course Catalog	Continue to maintain and publish an up-to-date online Course Catalog.
Increase A-G completion rates at or above the state average.	In 2015-2016, 33.5% of all graduates met A-G requirements. The state average was 45.4%.	Continue to develop new courses and/or revise current courses to be aligned with UC "a-g" subject requirements and increase the percent of students' UC/CSU eligibility. Maintain accurate and equity based master schedule that ensures all students are able to meet their A-G requirements for college eligibility or participate in ROP or other career based programs.

Conditionally ready percentages from SBAC	In 2015-2016, 56% of 11th graders were either conditionally ready or college ready in ELA, while 23% were conditionally ready or college ready in mathematics. This is an increase of 6% for ELA and 3.8% for Math. The state averages were 59% for ELA and 33% for Math.	Identify students who meet "conditionally ready' status and enroll in appropriate courses to clear status and prepare for college level coursework.

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Continue to maintain, publish, and up-to-date, online Course Catalog.

BUDGETED EXPENDITURES

2017-18

Budget Reference	4000-4999: Books And Supplies
Expenditure Description	Annual Issue Fee

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Continue to develop new courses and/or revise current courses to be aligned with UC "a-g" subject requirements and increase the percent of students' UC/CSU eligibility.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	0000: Unrestricted Compensation for Teachers to Develop Courses of Study (COS).

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

Maintain accurate and equity based master schedule that ensures all students are able to meet their A-G requirements for college eligibility or participate in ROP or other career based programs.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	0001-0999: Unrestricted: Locally Defined UC Doorways A-G workshop
Budget Reference Expenditure Description	0000: Unrestricted Registration fees for College Board training for expansion of AP program

Action **4**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **5**

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
San Leandro High School has robust CTE offerings, supported by a year long Practical Arts graduation requirement and opportunities for students to participate in the Eden Area ROP programs. In addition, we are developing existing Career Pathways in BioMedical, Advanced Manufacturing, and Information Technology and creating a new Public Service and Law pathway. All freshman will be introduced to our pathways, be provided the opportunity to explore their career interests and develop their four year plan. We are committed to increasing post-secondary options for all of our students which includes articulation with local community colleges and developing rigorous course programming that combines academic content and applied, career oriented, learning. We are also working to institutionalize work based learning and internship programs and expand career technical education and alternative programs to graduation.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
Number of articulated courses		Implement career pathways and rigorous course programming that combines academic content and applied, career oriented learning.
Internship coordinators		Institutionalize work based learning and internship programs.
		Expand career technical education and alternative programs to graduation.
		Career Day participation for all 11th and 12th grade students during the school day.

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Promote and develop Biomedical Health Pathway

BUDGETED EXPENDITURES

2017-18

Source	California Career Pathways Trust
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Salary for .2 Principles of Biomedical Health Teacher
Source	California Career Pathways Trust
Budget Reference Expenditure Description	3000-3999: Employee Benefits Benefits for .2 Principles of Biomedical Health Teacher
Source	California Career Pathways Trust
Budget Reference Expenditure Description	4000-4999: Books And Supplies 35 Textbooks for Principles of Biomedical Health course
Source	Career Pathways Trust Grant
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Training for 1 teacher in new course Principles of Biomedical Health course
Source	Career Pathways Trust Grant
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries sub and hourly time for Biomedical Health teachers to collaborate and plan for Work Based Leaning Opptys.

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Continue to support our California Partnership Academy - The Business Academy

BUDGETED EXPENDITURES

2017-18

Source	California Partnership Academies
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries .2 Business Academy Coordinator - Release
Source	California Partnership Academies
Budget Reference Expenditure Description	3000-3999: Employee Benefits benefits for .2 Business Academy Coordinator
Source	California Partnership Academies
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Hourly support for Business Academy Teacher
Source	California Partnership Academies
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Field trips and Educating for Careers Conference for prof. dev.
Source	California Partnership Academies
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Administrative Asst. support to organize trips and support accountability to grant

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Complete articulation process with local community colleges for courses in pathways

BUDGETED EXPENDITURES

2017-18

Source	California Career Pathways Trust
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Hourly pay and release time for teachers to complete process of articulating courses

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Support and develop work-based learning opportunities for all SLHS Students

BUDGETED EXPENDITURES

2017-18

Source	California Career Pathways Trust
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Sub time for teachers to map work-based learning
Source	Locally Defined
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Summer Internship Coordination and recruitment
Budget Reference	5000-5999: Services And Other Operating Expenditures

Expenditure Description	Career Day for all Juniors and Seniors including mock interviews and classroom speakers

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Continue to support existing CTE programs in Arts, Media Entertainment (SLAM), Building and Constructions Trades (Wood Tech and Metal), Marketing Sales and Service, and Transportation (Auto Tech)

BUDGETED EXPENDITURES

2017-18

Source	Carl D. Perkins Career and Technical Education
Budget Reference	4000-4999: Books And Supplies
Expenditure Description	Supplies for each of our programs.

Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Develop Public Service and Law Pathway for implementation in 2018-19

BUDGETED EXPENDITURES

2017-18

Source	Career Pathways Trust Grant
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Hourly release and sub time to develop pathway courses and participate in consortium meetings.

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

Eight State Priorities 2017-18

I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate**: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Funding Sources	309,777.00	0.00	621,480.00	621,480.00
	40,000.00	0.00	0.00	0.00
Base	66,777.00	0.00	352,258.00	352,258.00
California Career Pathways Trust	0.00	0.00	63,000.00	63,000.00
California Partnership Academies	0.00	0.00	51,750.00	51,750.00
Career Pathways Trust Grant	0.00	0.00	4,500.00	4,500.00
Carl D. Perkins Career and Technical Education	0.00	0.00	58,972.00	58,972.00
General Fund	92,000.00	0.00	0.00	0.00
LCFF - Base	68,500.00	0.00	0.00	0.00
LCFF - Supplemental	7,500.00	0.00	0.00	0.00
Locally Defined	10,000.00	0.00	90,000.00	90,000.00
Lottery: Instructional Materials	25,000.00	0.00	0.00	0.00
None Specified	0.00	0.00	0.00	0.00
Other	0.00	0.00	1,000.00	1,000.00
Supplemental and Concentration	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	309,777.00	0.00	621,480.00	621,480.00
	41,777.00	0.00	0.00	0.00
0000: Unrestricted	97,500.00	0.00	30,130.00	30,130.00
0001-0999: Unrestricted: Locally Defined	68,000.00	0.00	314,628.00	314,628.00
1000-1999: Certificated Personnel Salaries	54,000.00	0.00	109,500.00	109,500.00
2000-2999: Classified Personnel Salaries	0.00	0.00	9,000.00	9,000.00
3000-3999: Employee Benefits	0.00	0.00	10,000.00	10,000.00
4000-4999: Books And Supplies	25,000.00	0.00	102,472.00	102,472.00
5000-5999: Services And Other Operating Expenditures	10,000.00	0.00	44,750.00	44,750.00
5800: Professional/Consulting Services And Operating Expenditures	12,500.00	0.00	1,000.00	1,000.00
5900: Communications	1,000.00	0.00	0.00	0.00
None Specified	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	309,777.00	0.00	621,480.00	621,480.00
		40,000.00	0.00	0.00	0.00
	Base	1,777.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	30,130.00	30,130.00
0000: Unrestricted	General Fund	82,000.00	0.00	0.00	0.00
0000: Unrestricted	LCFF - Base	15,500.00	0.00	0.00	0.00
0000: Unrestricted	None Specified	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	65,000.00	0.00	234,628.00	234,628.00
0001-0999: Unrestricted: Locally Defined	LCFF - Base	3,000.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Locally Defined	0.00	0.00	80,000.00	80,000.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	58,000.00	58,000.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	0.00	20,000.00	20,000.00
1000-1999: Certificated Personnel Salaries	California Partnership Academies	0.00	0.00	18,000.00	18,000.00
1000-1999: Certificated Personnel Salaries	Career Pathways Trust Grant	0.00	0.00	3,500.00	3,500.00
1000-1999: Certificated Personnel Salaries	General Fund	9,000.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	45,000.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	10,000.00	10,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	4,000.00	4,000.00
2000-2999: Classified Personnel Salaries	California Partnership Academies	0.00	0.00	5,000.00	5,000.00
2000-2999: Classified Personnel Salaries	Career Pathways Trust Grant	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
3000-3999: Employee Benefits	California Career Pathways Trust	0.00	0.00	5,000.00	5,000.00
3000-3999: Employee Benefits	California Partnership Academies	0.00	0.00	5,000.00	5,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	5,500.00	5,500.00
4000-4999: Books And Supplies	California Career Pathways Trust	0.00	0.00	38,000.00	38,000.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	0.00	0.00	58,972.00	58,972.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	25,000.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	20,000.00	20,000.00
5000-5999: Services And Other Operating Expenditures	California Partnership Academies	0.00	0.00	23,750.00	23,750.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	10,000.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	1,000.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Career Pathways Trust Grant	0.00	0.00	1,000.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,000.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	7,500.00	0.00	0.00	0.00
5900: Communications	General Fund	1,000.00	0.00	0.00	0.00
None Specified	None Specified	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	235,628.00	235,628.00
Goal 2	185,630.00	185,630.00
Goal 3	16,000.00	16,000.00
Goal 4	3,000.00	3,000.00
Goal 5	5,000.00	5,000.00
Goal 7	7,000.00	7,000.00
Goal 8	169,222.00	169,222.00

* Totals based on expenditure amounts in goal and annual update sections.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ronald Richardson, Ed.D	X				
	X				
Wanda Armstrong			X		
		X			
Rebecca Wildman		X			
				X	
				X	
Melinda Bradford				X	
Miguel Granillo					
Victoria Cobos					
Numbers of members of each category:					

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

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

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA 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.

6. This SPSA was adopted by the SSC at a public meeting on 6/10/15.

Attested:

Reginald Richardson, Ed.D & Ronald Richardson, Ed.D.		
Typed Name of School Principal	Signature of School Principal	Date 9/6/17
Melinda Bradford		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date 9/6/17