SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Addendum

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	6/15/18		
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	September 11, 2018		

The School's Mission & Vision Statements

San Leandro High School's mission is to prepare students to understand, contribute to, and succeed in a rapidly changing world and society. San Leandro High School will ensure that our students develop both the skills that a rich, culturally relevant, and robust education provides and the competencies essential for success and leadership in a diverse and creative world. We will also lead in generating practical and theoretical knowledge that enables our scholars to better understand our world and improve conditions for local and global communities.

We will fulfill our mission by expanding San Leandro High as a learning community that is responsive to change and one that:

- -Focuses on and provides students with engaging, responsive and personalized learning experiences that emphasize academic excellence and global competencies (i.e. critical thinking, problem-solving, communication, collaboration, creativity and civic engagement).
- -Prioritizes collaborative, project-based learning as part of each student's educational experience.
- -Prioritizes humanity and culture in designing systems and environments to improve the human condition, an approach that draws on personalized and real-world learning.

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. At San Leandro High School students are prepared to be productive members of society. Students will be pushed to access their highest level of success whether that be a 4-year college, community college to four-year college transfer, or vocational or trade school admittance. Each will develop a "ten year" career plan which will outline a detailed pathway to help them transition to their next steps beyond high school.

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 as follows:

We are lifelong 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, 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, and is surrounded by the cities 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. Our 21st century Arts and Educational Center includes our theater as well as the San Leandro Multimedia Academy, which just added a state of the art broadcasting studio that produces weekly video announcements. All classrooms on our campus have newly renovated electrical and internet bandwidth connections to accommodate our 1:1 district initiative. 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 three "smaller schools within a school" academies for tenth through twelfth grade students to find a niche and pursue their interests.

In 2015, we embarked on a two-year Secondary Redesign project to analyze the myriad of ways in which we could continue to improve our school community. The 2017-18 school year was our first year of implementation with several significant organizational changes. The 9th-grade campus (FTK) was re-envisioned as we wished to integrate our two campuses, and our students, to create a college-like environment. Our FTK campus has become our math and world languages department building. This facilities reorganization allows our teachers increased opportunity for collaboration while integrating our 9th-grade students into the greater school population. As part of the Next Generation Science Standards, the class of 2021 will also be expected to take Biology, Chemistry, and Physics and must also pass both a year of World Language and a year of Visual and Performing Arts in order to graduate. In addition to our academies mentioned above, we have launched career pathway programs. The current class of 2021, was the first group of students to take our newly adopted college and career seminar, a course that we articulated with the local community college. After this first year at SLHS, students will be able to choose from robust pathway options. The five pathways include: 1) public service and law 2) information communications technology 3) biomedical health 4) advanced manufacturing and 5) digital media. Lastly, our bell schedule was adapted to accommodate a 108 minute block period every week to allow for more instructional flexibility, 13 early release days designed to allow for longer teacher collaboration opportunities, and weekly teacher office hours for intentional student connections.

The SLHS attendance area encompasses most of San Leandro. The primary feeder schools are Bancroft and John Muir Middle Schools. 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 in the first year of our 2017-2020 LCAP.

GOAL #1: Teach, Learn, and Achieve

SLUSD was named by the College Board as AP District of the Year for being the national leader among medium-sized school districts in expanding access to Advanced Placement Program courses while simultaneously improving AP Exam performance.
SLHS has provided more choices in World Language by adding Mandarin, Mandarin for Chinese Speakers, and Arabic.
SLHS increased academic support opportunities by providing after school academic tutoring for all students and modifying the schedule to require all teachers to be present in their classrooms after school at least one day a week to support their students.
SLHS continued to support and develop a strong music program. The school has both a concert band, string orchestra, and Choir/Notables. This year the Notables sang at Carnegie Hall, we added an a-g approved Music Appreciation elective, and grew our Marching Band Program from 10 to over 120 members.
SLHS Science Department successfully developed and implemented the new NGSS course sequencing model starting in 2017-2018. In 18-19 all 9th graders will take Biology, all 10th graders will take Chemistry, and all 11th graders will take Physics. Additional elective options include AP Biology, AP Chemistry, AP Physics, and AP Environmental Science.
SLHS completed a two year piloting process and adopted a new ELA curriculum for 2018-19.
SLHS Math teachers collaborated to develop support materials for the District adopted Eureka curriculum.
The SLHS Library added a digital book collection.

GOAL #2: Equity and Inclusion through College and Career Readiness
SLHS administered a free PSAT for all 10th and 11th graders and a free SAT for all 11th graders.
SLHS enrolled all 9th graders in a College and Career seminar course to have students explore who they are, what they want and how they are going to get it through the development of a 10-year plan. This course was articulated with Chabot College and students who earned an A or B in the course can earn college credit.
SLHS has removed barriers for beginning English Learners to access A-G courses by no longer requiring students to be enrolled in the ELD 3 course before taking A-G aligned social science and math courses.
SLHS has increased opportunities for beginning English Learners to improve their English level to better access A-G aligned courses by taking a summer school ELD Booster course.
SLHS has embedded the community virtues and S.A.I.L in our everyday activities around school climate and culture. PBIS is used as a strategic tool to support and promote student leadership and positive behavior.
SLHS has successfully developed and implemented new Career Pathway courses in Advanced Manufacturing, Information Communication Technology, Advanced Manufacturing, and Digital Media.
SLHS utilized SBAC and PSAT data to recommend placement of students in AP and ERWC courses.
SLHS worked closely with the African American Business Council, the Trades Unions, and the San Leandro Chamber of Commerce to provide career presentations for every junior and senior during Career Day, and develop internships and other work-based learning

opportunities.

GOAL #3: Collaborative and Engaged Culture
SLHS updated and is now using a professional broadcast studio for digital media pathway classes and to communicate regularly with students and staff.
SLHS teachers participated in rigorous high quality professional development; which includes PBL, ASLA (Assessing Student Learning Accurately), and Designated and Integrated ELD.
SLHS implemented a school redesign which included moving department members close to one another and designating 13 afternoons of collaboration time.
SLHS continues to have a strong athletics program for all boys and girls. All students have an opportunity to play an organized support.
SLHS has increased our teacher retention rates and there is a minimal need to train new teachers in PBL, ASLA, and other site initiatives.

GOAL #4: Family and Community Involvement
SLUSD implemented School Loop to enhance our translation services; now all robo calls, emails, and text messages go out in each student's home language.
SLHS has improved its communication systems in order to better communicate with parents and community members by sending out monthly newsletters, keeping the SLHS website updated, sending robo calls, holding monthly Parent Coffee and Conversation meetings and offering school tours.
SLHS/District has collaborated with AC transit to implement the Clipper Card Program which allows all students to receive a free bus pass.
SLHS collaborated with African American Business Council, the Trades Unions, and the San Leandro Chamber of Commerce to provide work based learning opportunities for our students and connect with our community.

GOAL #5: Facilities and Technology
SLHS built a new state of the art Computer Science Lab to enhance our Career Pathway options and access for all students.
SLHS has 1:1 computer ratio and is now connected to the fiberloop and has the bandwidth to run all its technological devices at the same time.
SLHS has provided all teachers with extensive training in the utilization of technology. The platforms where teachers received training include: Google Classroom, Illuminate, Prometheon Board use, STAR Renaissance, Edgenuity, and Newsela.
SLHS hosted a Tech Night where we gave away over 50 refurbished computers to families in need of technology at home.
SLHS has Promethean Boards in all classrooms.
The Superintendent supported SLHS by purchasing a new speaker system in the gymnasium to help improve the quality of our school-wide assemblies.
SLHS supported all classrooms that needed air conditioning by purchasing portable AC units for them.
SLHS successfully reconfigured the FTK Campus as the World Language and Math learning community wing in fall 2017.
SLHS has installed water bottle filling stations throughout campus to encourage hydration.

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 greatest 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 analysis of both the CA Dashboard and our internal local indicators of performance and progress, the following areas surfaced as greatest needs at San Leandro High:

Improved math proficiency for all sub groups, reduced D/F rates, and consistent implementation of common and effective curriculum.

Improved a-g completion rates for all groups, with particular emphasis on our homeless, low SES, AfAm, Latino, and Students with Disabilities.

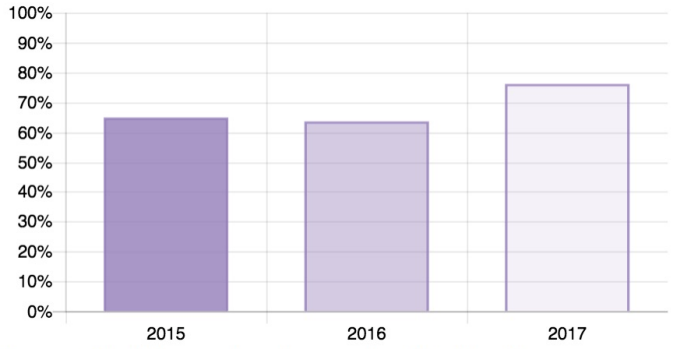
Decreased suspension rates, particularly for subgroups with "very high" rates: EL, Homeless, Students with Disabilities, AfAm, and two or more races.

Decreased truancy rates for all subgroups.

Improved communication with families by better utilizing existing communication systems..

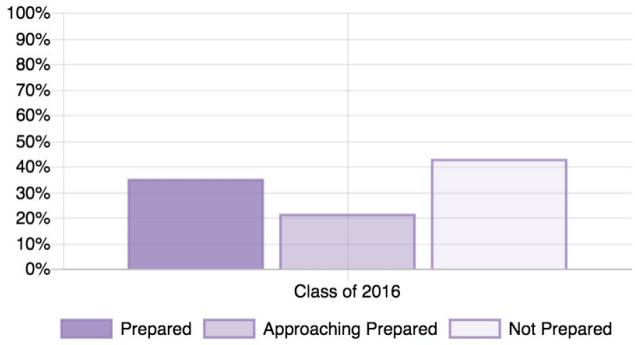
State Indicators

English Learner Progress Indicator (Grades K-12)



The percent of English Learners who made progress towards English proficiency.

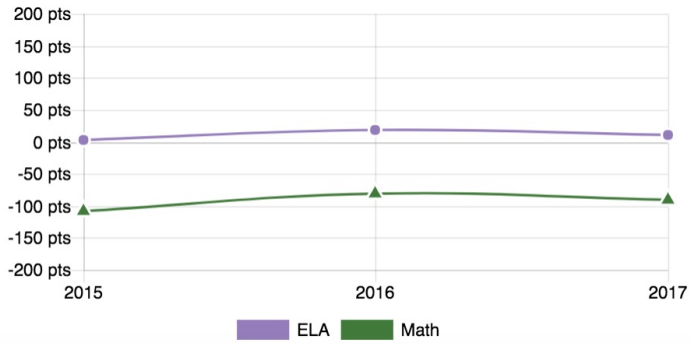
College/Career Indicator



For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3



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

The following actions outlined in SLHS's SPSA will be taken to improve the areas of greatest needs for improvement.

Improve math proficiency for all sub groups by:
*Support subject alike collaboration to develop an effective commonly used curriculum.
*Continue to provide a MathLab course for 9th graders and implement an Algebra I class for juniors and seniors which leans on a blended learning platform.
*Continue to offer EL Math via a cohort model where students move forward together and teachers collaborate to determine student needs.
*Continue to provide after school intervention/tutoring for students struggling in all math content areas.
*Promote effective teaching practices including differentiation techniques.

Improve UC/CSU "a-g" completion rates for all groups, with particular emphasis on our homeless, low SES, AfAm, Latino, and Students with Disabilities by:
*Implementing a NGSS course sequence for all students so all take Biology, Chemistry, and Physics.
*Targeting resources for particular subgroups.
*Implementing new graduation requirements starting with the class of 2021 which include a World Language and a VAPA requirement.
*1:1 check ins with counselors in the fall to review transcripts and ensure students are taking courses that keep them on track to

complete college acceptance requirements.
*Having 9th graders create a 10 year plan, that includes their four year high school plan, and creating a system for revisiting that plan at each grade level.
*Continuing to add more a-g courses, while reducing the number of non-a-g courses.
*No longer requiring the highest level of English Proficiency before EL students can access a-g courses.
*Continuing to implement PBL (Project Based Learning) so that every student experiences at least two project based units every academic year and all students experience an instructional delivery model that develops global competencies within our students (i.e. critical thinking, problem solving, communication, collaboration, and creativity)
*Continuing to develop our Co-Teaching model so students with disabilities have access and support in their English and Math classes.
*Increasing the number of EL students who are reclassified in order to ensure more access to "a-g" courses

Decrease suspension rates, particularly for subgroups with "very high" rates: EL, Homeless, Students with Disabilities, AfAm, and two or more races by:
*Early identification of students within the targeted subgroups who will need support and providing counseling and/or COST support services.
*Providing PD to teachers to support a more empathetic and informed approach to specific targeted subgroups like our homeless students and students of color.
*Identifying specific social emotional groups and intervening before severe behaviors surface.
*Developing common language and protocols amongst teachers for when referrals should be written and when to contact families.
*Utilizing equitable restorative strategies to support student behavior.
*Implementing consistent multi-tiered intervention strategies for academic and behavior support

Decrease truancy rates by:
*Revising and making more efficient the SART process.
*Utilizing the District Truancy Officer and existing personnel to create early intervention processes.
*Providing professional development and support for culturally and linguistically responsive teaching.

Improve communication with families by:
*Ensuring the monthly newsletter is accurate and goes out in a timely manner.
*Maximizing the use of School Loop to send out automatic phone calls, texts, and emails to both targeted and whole groups.
*Getting 100% of our families connected to Aeries to build their capacity to regularly check their student's attendance and grades.

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

According to the 2017-18 California Dashboard,

According to the 2017-18 YouthTruth Survey, students reported: parents reported staff reported:

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 curriculum 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 addresses the two or three significant ways we will be improving services for low income, EL, and foster youth in "Greatest Needs" Section 2, as well as in Goals, Actions, in Goal 1 and 2.

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: The Math Department has struggled to implement the District adopted Eureka curriculum and there continue to be inconsistent assessment practices across subject alike classrooms, and D/F rates in Algebra and Geometry continue to be high. The concern is that the students who are not passing Algebra or Geometry are unable to move on to higher levels of mathematics and meet UC/CSU a-g eligibility.

The corrective measures that will be taken to address students who continue to perform below grade level in Math are listed below:
1. Math teachers, in subject alike groups, will continue to collaborate to develop effective curriculum and site funds have been allocated for multiple days for teachers to design Standards Aligned Curriculum and Assessments - Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum
2. Use STAR assessments and D/F information to identify incoming 9th graders who need Math Lab support and provide a smaller class environment, a dedicated counselor, and connection between the Math teacher and the lab instructor.
3. Utilize Edgenuity as a blended learning, differentiated instruction.
4. EL Math teachers collaborate to provide a more personalized cohort model.
5. Provide PD and support for SPED students by fully implementing the Co-Teaching inclusion model.

Barrier/Challenge 2: A reduction by one administrator and significant turnover in office support staff reduced our capacity to develop consistent systems and maintain operations.
1. Hire permanent and consistent office staff.
2. Maximize administrative staff by implementing a horizontal team leadership model where responsibilities are shared between administrators.

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 Tested	
	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 Exceeded		% Standard Met		% Standard Nearly Met		% 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 Tested	
	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 Exceeded		% Standard Met		% Standard Nearly Met		% 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. The student performance data shows that there was a significant decline in students being reclassified in 2016-2017 school year therefore an investigation into reclassification criteria, shifts in assessments is necessary to understand this significant decrease.
2. Reclassification rates at about 20% in 2014-15 and 2015-16 may be connected to shifts in using STAR (due to CAASP pilot 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 and reviewing 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 opportunities for families to get involved 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, 2018-19

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 will continue to implement quality instruction that is aligned with Common Core State Standards (CCSS) and Next 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 will 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 will 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, 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 and ELPAC	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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served

X All | English Learners | Students with Disabilities | Foster Youth | Low Income

ACTIONS/SERVICES

2017-18	2018-19
New X Modified Unchanged	New X Modified Unchanged
SLHS will implement high quality differentiated instruction in mathematics that will support students in mastering the foundational skills in Algebra and Geometry. SLHS will also continue to implement Eureka curriculum and implement ongoing assessments to progress monitor student growth and needs.	SLHS will implement high quality differentiated instruction in mathematics that will support students in mastering the foundational skills in Algebra and Geometry. SLHS will continue efforts to implement Eureka curriculum by providing release time for Alg. 1 teachers to align and supplement the curriculum, develop common meaningful assessments to monitor student growth and needs, providing an instructional coach to support effective design time, and dedicating collaboration time to subject alike curriculum development.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount		Amount	7500

Source		Source	Base
Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries 5 days of release time for Math Teachers.
Amount		Amount	2000
Source		Source	Supplemental and Concentration
Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries District Instructional Coach support for Alg. 1 Design work.
Amount		Amount	15000
Source		Source	Supplemental and Concentration
Budget Reference		Budget Reference	5000-5999: Services And Other Operating Expenditures A portion of cost of the license for Edgenuity platform to provide blended learning opportunity in math.
Amount	36000	Amount	36000
Budget Reference		Budget Reference	

Action 2

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	Modified	X Unchanged
SLHS will use STAR data and grades to identify incoming 9th graders who need support in Math and English and enroll them in a Math and Lit Lab course, provide them a dedicated counselor, and provide more personalized services to these students most in need.			SLHS will use STAR data and grades to identify a cohort of 60-80 9th graders who need support in Math and English and enroll them in a Math and Lit Lab course, provide them a dedicated counselor, and provide more personalized services to these students most in need.		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	80000	Amount	80000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries .8 GF Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries .4 English and .4 Math Teachers

Action 3

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	X Modified	Unchanged
SLHS will engage its English teachers in a selection process to select a new Common Core aligned textbook for the coming school year			SLHS will provide training and support to English teachers to be able to successfully implement our new Common Core aligned textbook.		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	3000	Amount	10000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Release time for teachers	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional training provided by publisher and coordinated to district personnel

Action 4

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

Students to be Served					
	All	X English	Students	Foster	Low

Learners	with Disabilities	Youth	Income	

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	X Modified	Unchanged
SLHS will better incorporate integrated ELD into its ELA and other content area classes.			SLHS will better incorporate integrated ELD into its ELA and other content area classes.		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	6400	Amount	1000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Provide two day training to 16 teachers with high number of contacts with EL students.	Budget Reference	1000-1999: Certificated Personnel Salaries Offer training to remainder of SLHS teachers at district-wide PD days

Action 5

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	X Modified	Unchanged
SLHS will continue to support teachers in the implementation of project based learning to further support differentiated instruction that supports all students in learning.			SLHS will continue to support teachers in the implementation of project based learning to further support differentiated instruction that supports all students in learning.		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	20000	Amount	2000

Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Provide initial and booster PBL trainings for all teachers in social studies, science, English, world languages and languages.	Budget Reference	1000-1999: Certificated Personnel Salaries Provide training and support as needed. Coordinate what the two school-wide projects will be at each grade level.
Amount		Amount	2500
Source		Source	Supplemental and Concentration
Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries District funded PBL training and release time to support implementation.

Action 6

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	X Modified	X Unchanged
SLHS will continue to support technology integration and implementation of blended learning tools in order to improve differentiated instruction to meet the needs of all students.			SLHS will continue to support technology integration and implementation of blended learning tools in order to improve differentiated instruction to meet the needs of all students.		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	150000	Amount	1000
Source	Bond Monies	Source	Base
Budget Reference	6000-6999: Capital Outlay Provide Promethean Board for all classrooms	Budget Reference	2000-2999: Classified Personnel Salaries Continue to provide training and support to teachers for Promethean Board use.
Amount	30000	Amount	30000

Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintain and replace as necessary to maintain a 1:1 ratio of Chromebooks in classrooms.	Budget Reference	2000-2999: Classified Personnel Salaries Maintain and replace as necessary to maintain a 1:1 ratio of Chromebooks in classrooms.
Amount	150000	Amount	150000
Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Maintain subscriptions to blended learning platforms, such as NewsELA, Google Classroom, Renaissance Learning, and Imagine Learning.	Budget Reference	4000-4999: Books And Supplies Maintain subscriptions to blended learning platforms, such as NewsELA, Google Classroom, Renaissance Learning, and Imagine Learning.

Action 7

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

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

ACTIONS/SERVICES

2017-18	2018-19
X New Modified Unchanged	New X Modified Unchanged
SLHS will support the building of robust pathways in the five identified high-growth industries, that include work-based learning and opportunities to earn college credit through articulation agreements and/or dual enrollment. (moved to Goal 2)	SLHS will support the building of the remaining undeveloped pathway (Public Service and Law), will support the integration of work-based learning into pathway classes, and will support the development of articulation agreements with community colleges. (Moved to Goal 2)

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	2000	1000	
Source	California Career Pathways Trust	California Career Pathways Trust	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	

	Hourly pay for teachers to develop new courses to complete the pathways		Hourly pay for teachers to develop new courses to complete the pathways
Amount	2000	Amount	2000
Source	California Career Pathways Trust	Source	California Career Pathways Trust
Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for teachers to develop articulation agreements with Chabot and/or Laney College	Budget Reference	1000-1999: Certificated Personnel Salaries Hourly pay for teachers to develop articulation agreements with Chabot and/or Laney College
Amount	20000	Amount	40000
Source	California Career Pathways Trust	Source	California Career Pathways Trust
Budget Reference	2000-2999: Classified Personnel Salaries Hire work-based learning coordinator	Budget Reference	2000-2999: Classified Personnel Salaries Hire work-based learning coordinator

Action 8

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	X Modified	Unchanged
SLHS will continue to grow its Advanced Placement program by adding classes, identifying and encouraging students who may not have otherwise chosen to take an AP course to enroll in AP courses, and purchasing materials for AP courses			SLHS will continue to grow its Advanced Placement program by adding AP Econ and utilizing PSAT data to identify and encourage students who may not have otherwise chosen to take an AP course to enroll in AP courses, and purchasing materials for AP courses		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	700	Amount	700
Source	Base	Source	Base

Budget Reference	1000-1999: Certificated Personnel Salaries Pay teachers to develop new AP courses with the purpose of attracting and supporting the success of a greater diversity of students in the AP program	Budget Reference	1000-1999: Certificated Personnel Salaries Pay teachers to develop new AP courses with the purpose of attracting and supporting the success of a greater diversity of students in the AP program
Amount	3000	Amount	3000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Train teachers to teach AP courses	Budget Reference	1000-1999: Certificated Personnel Salaries Train teachers to teach AP courses
Amount	40000	Amount	5000
Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase new textbooks for existing AP courses that either do not have a textbook or have an outdated textbook.	Budget Reference	4000-4999: Books And Supplies Purchase textbooks to complete supply of new AP textbooks so that any lost textbooks can be replaced.

Action 9

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	Modified	X Unchanged
After school and school day intervention			After school and school day intervention		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	25000	Amount	25000
Source	Base	Source	Base
Budget	1000-1999: Certificated Personnel	Budget	1000-1999: Certificated Personnel

Reference	Salaries Hire two teachers to provide after school intervention in the library three days per week.	Reference	Salaries Hire two teachers to provide after school intervention in the library three days per week.
Amount	40000	Amount	40000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Provide two sections of math lab and two sections of lit lab for 9th graders to support math and English skills.	Budget Reference	1000-1999: Certificated Personnel Salaries Provide two sections of math lab and two sections of lit lab for 9th graders to support math and English skills.
Amount	0	Amount	0
Budget Reference	Alter school bell schedule to enable teachers to hold after school office hours two days per week to provide intervention and additional support to students.	Budget Reference	Maintain school bell schedule to enable teachers to hold after school office hours two days per week to provide intervention and additional support to students.

Action 10

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

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

ACTIONS/SERVICES

2017-18	2018-19
X New Modified Unchanged	New X Modified Unchanged
Support the development of equitable grading practices by providing Assessing Student Learning Accurately to an additional cohort of SLHS teachers.	Continue to support teachers in implementation of equitable grading practices through evaluation system, information conversations and built-in PD structures.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	7000	Amount	0
Source	Base	Source	

Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release time to attend trainings	Budget Reference	
Amount	20000	Amount	0
Source	Base	Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Pay trainer to provide workshops and consultations to teachers.	Budget Reference	

Action 11

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			2018-19		
New	Modified	X Unchanged	New	Modified	X Unchanged

Implement NGSS sequence for all 9th, 10th, and 11th graders by providing dedicated collaboration time to curriculum development, placing all 9th graders in Biology, all 10th graders in Chemistry, and all 11th graders in Physics, and using a district provided instructional coach to support implementation.	Implement NGSS sequence for all 9th, 10th, and 11th graders by providing dedicated collaboration time to curriculum development, placing all 9th graders in Biology, all 10th graders in Chemistry, and all 11th graders in Physics, and using a district provided instructional coach to support implementation.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	50000	Amount	56000
Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 50% of the time of a full time District funded Instructional Coach to support NGSS implementation and course development.	Budget Reference	1000-1999: Certificated Personnel Salaries 50% of the time of a full time District funded Instructional Coach to support NGSS implementation and course development.

Goals, Actions, & Services 2017-18, 2018-19

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:

In alignment with District Goal #2: Equity and Inclusion through College and Career Readiness, SLHS will

1) College Connections:

- -Inspire students to attend public and/or private colleges by establishing a K-12 college-going culture across classrooms
- -Systematize college and career counseling programming experiences and outcomes
- -Unleash scholarship and other financial support tools so students access fiscal resources
- -Strengthen the connection between general education and special education services to improve postsecondary options for our students with special needs
- -Increase the reclassification rates of English Learners in order to ensure access to college going course programming
- -Expand specialized programs such as the Two Way Bilingual Immersion, S.T.E.M, and other programs that enhance learning and provide students with a competitive edge when considering college and career opportunities
- -Implement strategic parent education efforts about how to support student success at home

2) Career Exploration

- -Implement career pathways and rigorous course programming that combines academic content and applied, career oriented learning
- -Institutionalize work based learning and internship programs
- -Expand career technical education and alternative programs to graduation

3) Socioemotional Development

- -Promote prevention and intervention programs that focus on health, wellness and positive personal, social development.

Old language:

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 for ERWC course.		Continue to build AVID program and provide 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.		
# of students who complete the NGSS Science Sequence and meet a-g required two and recommended three a-g approved courses.		
# of ELL Students who are college ready		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X Modified	Unchanged

2017-18	2018-19
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.	Use of online career and college exploration software, including 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. In addition, all 9th graders will develop an online 10 year plan through the College and Career class that can be accessed and revisited each year.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	20,000	Amount	
Source	Base	Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Subscription to Naviance for 2017-18	Budget Reference	
Budget Reference		Budget Reference	
Amount		Amount	
Budget Reference		Budget Reference	
Budget Reference		Budget Reference	

Action 2

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	X 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.			Continue to support the required semester long UCOP "g" approved course for all 9th grade students in College and Career Readiness using the "Get Focused, Stay Focused" curriculum. Utilize the course to communicate Career Pathway opportunities. Develop continued opportunities in 10th grade, 11th grade, and senior year to revisit the "ten year plan."		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	160000	Amount	200000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries salary for 1.8 College and Career Readiness teachers	Budget Reference	1000-1999: Certificated Personnel Salaries salary for 2.0 College and Career Readiness Teachers.
Amount	20,000	Amount	5000
Source	California Career Pathways Trust	Source	Career Pathways Trust Grant
Budget Reference	4000-4999: Books And Supplies Get Focused Stay Focused textbooks	Budget Reference	5000-5999: Services And Other Operating Expenditures professional development for new College and Career Course.
Amount		Amount	1000
Source		Source	Career Pathways Trust Grant
Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries Hourly PD support for new College and Career teachers and to implement 10th, 11th, and 12th grade College and Career curriculum.

Action 3

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

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

ACTIONS/SERVICES

2017-18	2018-19
New X Modified Unchanged	New X Modified Unchanged
Continue to support AVID program.	Continued support of AVID program.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	15,000	Amount	20000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries .2 AVID Coordinator position	Budget Reference	1000-1999: Certificated Personnel Salaries .2 AVID Coordinator
Amount	9,000	Amount	5000
Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries AVID Summer Institute and ongoing PD throughout the year	Budget Reference	1000-1999: Certificated Personnel Salaries AVID Summer Institute and ongoing PD throughout year.
Amount		Amount	5000
Source		Source	Base
Budget Reference		Budget Reference	2000-2999: Classified Personnel Salaries AVID tutors in classroom

Action 4

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

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

ACTIONS/SERVICES

2017-18	2018-19
New Modified X Unchanged	New X Modified Unchanged
Implement a SAT/ACT preparation program for students in grades 10th - 12th	Free School Day PSAT for all 10th and 11th graders and free School Day SAT for all 11th graders.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	14,130	Amount	10000
Source	Base	Source	Other
Budget Reference	0000: Unrestricted Free PSAT for all 10th and 11th grade students	Budget Reference	5000-5999: Services And Other Operating Expenditures Free PSAT for all 10th and 11th graders - College Readiness Block Grant
Amount	10,000	Amount	20000
Source	Base	Source	Other
Budget Reference	0000: Unrestricted Free SAT for all 11th graders	Budget Reference	5000-5999: Services And Other Operating Expenditures Free SAT for all 11th graders on site.
Amount		Amount	5000
Source		Source	Supplemental and Concentration
Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries After school SAT Math prep and Saturday SAT classes

Action 5

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

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

Disabilities

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X 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.			Staff our College and Career Center with a full time EAOP College and Career Advisor, a College and Career Coordinator,flex scheduled Academic Counselors' and a District funded Internship Coordinator.		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	25000	Amount	25000
Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Full Time EAOP Coordinator paid for out of District College Readiness Block Grant	Budget Reference	5000-5999: Services And Other Operating Expenditures Full-time EAOP Coordinator out of District College Readiness Block Grant
Amount	42000	Amount	42000
Source	Locally Defined	Source	Supplemental and Concentration
Budget Reference	0001-0999: Unrestricted: Locally Defined Full Time College and Career Coordinator	Budget Reference	2000-2999: Classified Personnel Salaries Full-Time College and Career Coordinator
Amount	42000	Amount	420000
Source	Career Pathways Trust Grant	Source	Career Pathways Trust Grant
Budget Reference	2000-2999: Classified Personnel Salaries Career Pathway Coordinator	Budget Reference	2000-2999: Classified Personnel Salaries Career Pathway Coordinator
Amount	16000	Amount	16000
Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits Benefits for College and Career Coordinator and Career Pathway Grant	Budget Reference	3000-3999: Employee Benefits Benefits for College and Career Coordinator and Career Pathway

	Coordinator		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		2018-19	
X New	Modified Unchanged	New	X 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.		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 using existing personnel and existing Google technology.	

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	1,000	Amount	0
Source	Base	Source	
Budget Reference	2000-2999: Classified Personnel Salaries hourly support to develop and coordinate data collection system	Budget Reference	

Action 7

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

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

ACTIONS/SERVICES

2017-18	2018-19

New	X Modified	Unchanged

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

New	X Modified	Unchanged

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20
Amount	500	Amount		
Source	Base	Source		
Budget Reference	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.	Budget Reference		
Budget Reference	Provide integrated ELD training to all staff during faculty meetings	Budget Reference	Provide integrated ELD training to all staff during faculty meetings and district-wide professional development days	

Action 8

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	X Modified	Unchanged

Implement NGSS sequence for all 9th, 10th graders by providing dedicated collaboration time to curriculum development, and placing all students in Biology and Chemistry.

Implement NGSS sequence for all 9th, 10th, and 11th graders by providing dedicated collaboration time to curriculum development, and placing all 9th graders in Biology, all 10th graders in Chemistry, and all 11th graders in Physics.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount		Amount	100000
Source		Source	Base
Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries Additional 1.0 FTE to provide Physics for all students in addition to continuing to offer a breadth of science electives.

Action 9

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			2018-19		
X New	Modified	Unchanged	New	X Modified	Unchanged
Support and enhance a robust Career Day which brings 80 outside professionals to present to all juniors and seniors.			Support and develop work-based learning opportunities for all SLHS Students: Continue to offer a robust Career Day for all juniors and seniors, Trades Day tour, Internships, and		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount		Amount	1000
Source		Source	Other
Budget Reference		Budget Reference	5000-5999: Services And Other Operating Expenditures Collaboration with San Leandro Chamber of Commerce and African American Business Council who donated time and lunches.

Action 10

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

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

ACTIONS/SERVICES

2017-18	2018-19
New X Modified Unchanged	New X Modified Unchanged
Promote and develop Biomedical Health Pathway SLHS will support the building of robust pathways in the five identified high-growth industries, that include work-based learning and opportunities to earn college credit through articulation agreements and/or dual enrollment. (moved from Goal 1)	Continue to promote and develop Career Pathways: Biomedical Health Pathway will offer new courses in Medical Chemistry, Anatomy and Physiology and Sports Medicine. Advanced Manufacturing pathway continues to refine its courses. Continue to develop the Public Service and Law Pathway for implementation in 2019-20 SLHS will support the building of the remaining undeveloped pathway (Public Service and Law), will support the integration of work-based learning into pathway classes, and will support the development of articulation agreements with community colleges. (moved from Goal 1)

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	20000	Amount	50000
Source	California Career Pathways Trust	Source	Career Pathways Trust Grant
Budget Reference	1000-1999: Certificated Personnel Salaries .2 of Biomedical Health Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries .6 of an Advanced Manufacturing teacher.
Amount	2000	Amount	1000
Source	California Career Pathways Trust	Source	California Career Pathways Trust
Budget Reference	1000-1999: Certificated Personnel Salaries Public Service and Law Pathway Class Development	Budget Reference	1000-1999: Certificated Personnel Salaries Public Service and Law Pathway class development.
Amount	15000	Amount	
Source	Career Pathways Trust Grant	Source	
Budget	1000-1999: Certificated Personnel	Budget	

Reference	Salaries Instructional Coach time and teacher release to write a submit a-g approved BioMedical Health classes - Medical Chemistry, Sports Medicine	Reference	

Action 11

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

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

ACTIONS/SERVICES

2017-18		2018-19	
New	X Modified Unchanged	New Modified	X Unchanged
Continue to support our California Partnership Academy - The Business Academy		Continue to support existing Academies and CTE programs in Arts, Media Entertainment (SLAM), Building and Constructions Trades (Wood Tech and Metal), Marketing Sales and Service (BA), and Transportation (Auto Tech)	

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount		Amount	25000
Source		Source	California Partnership Academies
Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries .2 Release Business Academy Coordinator
Amount		Amount	60000
Source		Source	Carl D. Perkins Career and Technical Education
Budget Reference		Budget Reference	4000-4999: Books And Supplies supplies for CTE courses

Action 12

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X Modified	Unchanged
Decrease the number of students who enroll in remedial math and English courses in post secondary institutions by using STAR data to enroll seniors in ERWC and English Honors courses			Decrease the number of students who enroll in remedial math and English courses in post secondary institutions by using STAR data to enroll seniors in ERWC and English Honors courses.		

BUDGETED EXPENDITURES

2017-18	2018-19

Action **13**

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X Modified	Unchanged
No longer require EL students to be in ELD 3 before taking a-g aligned science and social science courses.			No longer require EL students to be in ELD 3 before taking a-g aligned science and social science courses.		

BUDGETED EXPENDITURES

2017-18	2018-19

Action **14**

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

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

ACTIONS/SERVICES

2017-18	2018-19
New X Modified Unchanged	New X Modified Unchanged
Continue to use PSAT and STAR data to make recommendations for appropriate Honors and AP placements.	Continue to use PSAT and STAR data to make recommendations for appropriate Honors and AP placements.

BUDGETED EXPENDITURES

2017-18	2018-19

Action **15**

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

Students to be Served

X All | English Learners | Students with Disabilities | Foster Youth | Low Income

ACTIONS/SERVICES

2017-18	2018-19
New X Modified Unchanged	New X Modified Unchanged
San Leandro High School will focus and implement the following to support student needs and reduce suspensions and eliminate expulsions: 1. PBIS 2. Student recognition and incentives 3. SST process 4. Restorative Justice circles in and out of the classroom 5. Facilitated Family and student mediations 6 . Coordination of Services Team	San Leandro High School will focus and implement the following to support student needs and reduce suspensions and eliminate expulsions: 1. PBIS 2. Student recognition and incentives 3. SST process 4. Restorative Justice circles in and out of the classroom 5. Facilitated Family and student mediations 6 . Coordination of Services Team

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	100000	Amount	100000
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Two full time EBAC Mental Health Providers - one of whom serves as our COST Coordinator	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Two full time EBAC Mental Health Providers - one of whom serves as our COST Coordinator. District funds

Amount		Amount	40000
Budget Reference		Budget Reference	2000-2999: Classified Personnel Salaries Part of a District Truancy Officer - to support SSTs and family contact
Amount	2500	Amount	2500
Source	Base	Source	Base
Budget Reference	0000: Unrestricted Positive incentives for attendance, use of school ids etc.	Budget Reference	0000: Unrestricted Positive incentives for attendance, use of school ids etc.

Action 16

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	Modified	X 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.			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 **2018-19**

Action 17

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

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

ACTIONS/SERVICES

2017-18	2018-19
New X Modified Unchanged	New X Modified Unchanged
San Leandro High School will engage in a system of ongoing prevention and intervention supports to decrease chronic absenteeism and improve attendance of all students through our SST, COST, and SARB/SART processes.	San Leandro High School will engage in a system of ongoing prevention and intervention supports to decrease chronic absenteeism and improve attendance of all students through our SST, COST, and SARB/SART processes. San Leandro High School will build a more efficient SARB/SART process.

BUDGETED EXPENDITURES

2017-18		2018-19	
Budget Reference		Budget Reference	Collaborate with Director of Intervention and Prevention Services and our District Truancy Coordinator to develop a more efficient SARB/SART process.

Goals, Actions, & Services 2017-18, 2018-19

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.
Percentage of staff trained in site initiatives: Assessing Student Learning Accurately, educating our beginning English Learners, PBL.	Inconsistent participation in District sponsored professional development.	Improved participation in a variety of professional development opportunities.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served

X All | English Learners | Students with Disabilities | Foster Youth | Low Income

ACTIONS/SERVICES

2017-18			2018-19		
New	Modified	X Unchanged	New	X Modified	Unchanged
Provide professional development and release teachers			Provided professional development and release teachers		

from the classroom to support their implementation of instructional intiatives.	from the classroom to support their implementation of instructional initiatives.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	10,000	Amount	
Source	Base	Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Subtitutes for teacher release.	Budget Reference	

Action 2

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	X Unchanged	New	X 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.	To increase the achievement of ELs and all students, provide integrated ELD training and support to all teachers.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	6,000	Amount	
Source	Base	Source	
Budget Reference	1000-1999: Certificated Personnel Salaries teacher professional development on EL support	Budget Reference	Incorporate training into faculty meetings and District-wide professional development days

Action 3

ACTIONS/SERVICES

	WASC Self -Study On-Site Visit

BUDGETED EXPENDITURES

Amount		Amount	6000
Source		Source	Base
Budget Reference		Budget Reference	5000-5999: Services And Other Operating Expenditures Travel expenses for an 8 person WASC visiting team for Feb. 11-Feb. 13 Self-Study On-Site Visit.

Action 4

ACTIONS/SERVICES

	Support school safety by improving security and emergency protocols and communication.

BUDGETED EXPENDITURES

Source		Source	Other
Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries Head of Security - District position

Action 5

ACTIONS/SERVICES

	Continue practice of utilizing faculty meeting time for teachers to learn from one another. Maintain a focus on working with targeted subgroups and improving family and community engagement.

BUDGETED EXPENDITURES

Goals, Actions, & Services 2018-19

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	Modified	Unchanged

2017-18	2018-19
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.	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		2018-19	
Amount	3,000	Amount	4,998
Source	Translation Budget	Source	Translation Budget
Budget Reference	5900: Communications Provide translations for parent meetings, community engagement, and written communication for families. Send out written and verbal communications in English, Spanish and Chinese.	Budget Reference	5900: Communications Continue to provide translations for parent meetings, community engagement, and written communication for families. Continue to send out written and verbal communications in English, Spanish and Chinese.
Amount	0	Amount	0
Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	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.	Budget Reference	College and Career Readiness Coordinator will continue 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.

Amount	0	Amount	0
Source	Career Pathways Trust Grant	Source	Career Pathways Trust Grant
Budget Reference	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.	Budget Reference	Career Pathway Coordinator will continue to 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

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	X Modified	Unchanged	New	Modified	X Unchanged
Partner with AC Transit to implement the Clipper Card Program for all students.			Continue artner with AC Transit to implement the Clipper Card Program for all students.		

BUDGETED EXPENDITURES

2017-18	2018-19

Action 3

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	X Unchanged	New	X Modified	X Unchanged

Partner with local businesses and organizations to connect with our students on Career Day and to support in work-based learning opportunities, such as field trips, guest speakers and internships.	Continue to partner with local businesses and organizations to connect with our students on Career Day and to support in work-based learning opportunities, such as field trips, guest speakers and internships.

BUDGETED EXPENDITURES

2017-18		**2018-19**	
Amount	30000	Amount	60000
Source	California Career Pathways Trust	Source	California Career Pathways Trust
Budget Reference	2000-2999: Classified Personnel Salaries Hiring or work-based learning coordinator	Budget Reference	2000-2999: Classified Personnel Salaries Hiring or work-based learning coordinator

Action 4

ACTIONS/SERVICES

	Better utilize available resources to build a collaborative community of adults to support student success.

BUDGETED EXPENDITURES

Amount		Amount	0
Budget Reference		Budget Reference	Create space for teachers to learn best practices in contacting parents/guardians during staff meeting time.
Amount		Amount	0
Budget Reference		Budget Reference	Provide time during staff meetings for teachers to contact parents/guardians regarding grades, attendance and behavior both positive and negative via text message, e-mail, mail, and/or phone.
Amount		Amount	0
Budget Reference		Budget Reference	Utilize existing technology to send regular weekly text messages to parents when there are Fs in a student's gradebook, when a student has cuts or a significant number of tardies, and when the parent has not logged into Aeries for a certain

	amount of time.

Goals, Actions, & Services 2017-18. 2018-19

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	Modified	Unchanged	New	Modified	X 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.			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		2018-19	
Amount	5,000	Amount	5,000
Source	Base	Source	Base
Budget Reference	0000: Unrestricted Provide additional custodial supplies to ensure high standards of cleanness and ongoing maintenance on the SLHS campus	Budget Reference	0000: Unrestricted Continue to pay for additional custodial supplies to ensure high standards of cleanness and ongoing maintenance on the SLHS campus
Amount	14,000.00	Amount	15,732.00
Source	Base	Source	Base
Budget Reference	0000: Unrestricted Purchase furniture that supports the day to day classroom instruction and student needs through the school year.	Budget Reference	Continue to purchase furniture that supports the day to day classroom instruction and student needs throughout the school year.

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	2018-19
New Modified Unchanged	New Modified X Unchanged
Provide ongoing maintenance and support in order to maintain a 1:1 ratio of computers.	Provide ongoing maintenance and support in order to maintain a 1:1 ratio of computers.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	20000	Amount	20000
Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Hire IT Assistant	Budget Reference	2000-2999: Classified Personnel Salaries Hire IT Assistant

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	2018-19
X New Modified Unchanged	New X Modified Unchanged
Provide Promethean boards for all classrooms and training for teachers.	Provide ongoing maintenance and support for Promethean Boards

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	20000	Amount	10000
Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Salary for trainer and technician	Budget Reference	2000-2999: Classified Personnel Salaries Salary for trainer and technician
Amount	150000	Amount	

Source	Bond Monies	Source	
Budget Reference	6000-6999: Capital Outlay Purchase of Promethean Boards	Budget Reference	

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			2018-19		
X New	Modified	Unchanged	New	Modified	Unchanged
Purchase portable air conditioners to address climate needs in hottest classrooms					

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	6000	Amount	
Source	Base	Source	
Budget Reference	6000-6999: Capital Outlay Purchase 10 air conditioners	Budget Reference	

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			2018-19		
X New	Modified	Unchanged	New	X Modified	Unchanged
Reconfigure FTK campus to be another wing of San					

Leandro High School: the World Language and Math learning community wing.	

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	10000	Amount	
Source	Base	Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Moving contractor	Budget Reference	

Action 6

ACTIONS/SERVICES

	Increase the number of and update existing security cameras and system.

BUDGETED EXPENDITURES

Source		Source	Other
Budget Reference		Budget Reference	5000-5999: Services And Other Operating Expenditures District funded capitol improvement

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

San Leandro High School will continue to implement quality instruction that is aligned with Common Core State Standards (CCSS) and Next 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 will 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 will 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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Academic indicators for Mathematics as reported on the CA State Dashboard, CAASPP, STAR Renaissance, and District Interim Assessments

Academic indicators for English Language Arts as reported on the CA State Dashboard, CAASPP, STAR Renaissance, and District Interim Assessments
English Language Learners Progress Indicator as reported on the CA State Dashboard. CAASPP, STAR Renaissance, District Interm Assessments
English Learner Reclassification rate is factored into the ELP Indicator for the State.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	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.	SLHS continued to implement and supplement the District Adopted Eureka curriculum to support students in mastering the foundational skills in Algebra and Geometry. Math teachers collaborated to develop assessments to progress monitor student growth and needs.

Action 2

	PLANNED	ACTUAL
Actions/Services	SLHS will engage its English teachers in a selection process to select a new Common Core-aligned textbook for the coming school year	SLHS English teachers selected a new Common Core-aligned textbook that has been purchased for the 2018-19 school year.
Expenditures	BUDGETED Release time for teachers 1000-1999: Certificated Personnel Salaries Base 3000	ESTIMATED ACTUAL Release time for teachers 1000-1999: Certificated Personnel Salaries Base 3000

Action 3

	PLANNED	ACTUAL
Actions/Services	SLHS will better incorporate integrated ELD into its ELA and other content area classes.	SLHS improved integrated ELD delivery during ELA and other content area classes.
Expenditures	BUDGETED Provide two day training to 16 teachers with high number of contacts with EL students. 1000-1999: Certificated Personnel Salaries Base 6400	ESTIMATED ACTUAL Provide two day training to 16 teachers with high number of contacts with EL students. 1000-1999: Certificated Personnel Salaries Base 6400

Action 4

	PLANNED	ACTUAL
Actions/Services	SLHS will continue to support teachers in the implementation of project based learning to further support differentiated instructions that supports all students in learning.	SLHS supported teachers in the implementation of project based learning to further support differentiated instructions that supports all students in learning.
Expenditures	BUDGETED Provide initial and booster PBL trainings for all teachers in social studies, science, English, world languages and electives. 1000-1999: Certificated Personnel Salaries Base 20000	ESTIMATED ACTUAL Provided initial and booster PBL trainings for all teachers in social studies, science, English, world languages and electives. 1000-1999: Certificated Personnel Salaries Base 20000

Action 5

	PLANNED	ACTUAL
Actions/Services	SLHS will continue to support technology integration and implementation of blended learning tools in order to improve differentiated instruction to meet the needs of all students.	SLHS supported technology integration and implementation of blended learning tools in order to improve differentiated instruction to meet the needs of all students.
Expenditures	BUDGETED Provide Promethean Board for all classrooms 6000-6999: Capital Outlay Bond Monies 150000 Maintain and replace as necessary to maintain a 1:1 ration of Chromebooks in classrooms 2000-2999: Classified Personnel Salaries Base 30000 Maintain subscriptions to blended learning platforms, such as NewsELA, Google Classroom, Renaissance Learning, and Imagine Learning 4000-4999: Books And Supplies Base 150000	ESTIMATED ACTUAL Provide Promethean Board for all classrooms 6000-6999: Capital Outlay Bond Monies 150000 Maintain and replace as necessary to maintain a 1:1 ratio of Chromebooks in classrooms 2000-2999: Classified Personnel Salaries Base 30000 Maintain subscriptions to blended learning platforms, such as NewsELA, Google Classroom, Renaissance Learning, and Imagine Learning 4000-4999: Books And Supplies Base 150000

Action 6

	PLANNED	ACTUAL
Actions/Services	SLHS will support the building of robust pathways in the five identified high-growth industries, that include work-based learning and opportunities to earn college credit through articulation agreements and/or dual enrollment.	SLHS built 4 of 5 of its high-growth industry career pathways with three course sequences. SLHS has begun to incorporate more work-based learning opportunities into its career pathway classes. SLHS has articulated the 9th grade College and Career Seminar with Chabot College and has begun the articulation process for a number of other career pathway courses.
Expenditures	BUDGETED Hourly pay for teachers to develop new courses to complete the pathways 1000-1999: Certificated Personnel Salaries Base 2000 Hourly pay for teachers to develop articulation agreements with Chabot and/or Laney College 1000-1999: Certificated Personnel Salaries Career Pathways Trust Grant 2000 Hire work-based learning coordinator 2000-2999: Classified Personnel	ESTIMATED ACTUAL Hourly pay for teachers to develop new courses to complete the pathways 1000-1999: Certificated Personnel Salaries Base 2000 Hourly pay for teachers to develop articulation agreements with Chabot and/or Laney College 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 2000 Hire work-based learning coordinator 2000-2999: Classified Personnel

	Salaries California Career Pathways Trust 40000	Salaries California Career Pathways Trust 20000

Action 7

Actions/Services	PLANNED SLHS will continue to grow its Advanced Placement program by adding classes, identifying and encouraging students who may not have otherwise chosen to take and AP course to enroll in AP courses, and purchasing materials for AP courses	ACTUAL SLHS continued to grow its Advanced Placement program by adding classes and identifying and encouraging students who may not have otherwise chosen to take and AP course to enroll in AP courses.
Expenditures	BUDGETED Pay teachers to develop new AP courses with the purpose of attracting and supporting the success a greater diversity of students in the AP program. 1000-1999: Certificated Personnel Salaries Base 700 Train teachers to teach AP courses 5800: Professional/Consulting Services And Operating Expenditures Base 3000 Use data such as AP Potential, grades, and other test scores to place students into AP courses 0 Purchase new textbooks for existing AP courses that either do not have a textbook or have an outdated textbook 4000-4999: Books And Supplies Base 40000	ESTIMATED ACTUAL Paid teachers to develop new AP courses with the purpose of attracting and supporting the success of a greater diversity of students in the AP program. 1000-1999: Certificated Personnel Salaries Base 700 Trained teachers to teach AP courses 5800: Professional/Consulting Services And Operating Expenditures Base 3000 Used data such as AP Potential, grades, and other test scores to place students into AP courses 0 Purchased new textbooks for existing AP courses that either do not have a textbook or have an outdated textbook 4000-4999: Books And Supplies Base 40000

Action 8

Actions/Services	PLANNED After school and school day intervention	ACTUAL

Action 9

Actions/Services	PLANNED Support the development of equitable grading practices by providing Assessing Student Learning Accurately to an additional cohort of SLHS teachers	ACTUAL Supported the development of equitable grading practices by providing Assessing Student Learning Accurately to an additional cohort of SLHS teachers
Expenditures	BUDGETED Teacher release time to attend trainings 1000-1999: Certificated Personnel Salaries Base 7000 Pay trainer to provide workshops and consultations to teachers 5800: Professional/Consulting Services And Operating Expenditures Base 20000	ESTIMATED ACTUAL Teacher release time to attend trainings 1000-1999: Certificated Personnel Salaries Base 7000 Paid trainer to provide workshops and consultations to teachers 5800: Professional/Consulting Services And Operating Expenditures Base 20000

Action 10

Actions/Services	PLANNED	ACTUAL Administered YouthTruth survey to SLHS students, staff and families to better determine effectiveness of instructional

	programs.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, most actions/services were implemented to achieve the articulated goal of continuing to implement quality instruction that is aligned with Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, actions/services have been effective in achieving the articulated goal of implementing quality, standards-aligned instruction.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	According to the budget report summary from our Escape data base, SLHS's budgeted expenditures were closely aligned with the estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	The only change made was delaying the launch of one of the five high growth industry career pathways by one year.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 2

In alignment with District Goal #2, Equity and Inclusion through College and Career Readiness SLHS worked to 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.

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.

**2017-18 Goals #6, #7, and #8 will be consolidated with 2018-19 Goal #2.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

# of students using Naviance at different grade levels for different purposes.

# of students scoring well on SBAC test and qualifying for ERWC course.

juniors prepared to take and taking the SAT and/or ACT

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.

# of students who have a work based learning experience by the end of their senior year.

# of students who have met the UC/CSU a-g requirements

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	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.	Increased 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.
Expenditures	BUDGETED Subscription to Naviance for 2017-18 5000-5999: Services And Other Operating Expenditures Base 20,000	ESTIMATED ACTUAL Subscription to Naviance 5000-5999: Services And Other Operating Expenditures Base 20000

Action 2

	PLANNED	ACTUAL
Actions/Services	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.	Implemented 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. Additionally articulated course with Chabot College and students enrolled in this course during the spring semester who earned a grade of A or B received college credit.

Expenditures	BUDGETED salary for 1.8 College and Career Readiness teachers 1000-1999: Certificated Personnel Salaries Base 16,000 Get Focused Stay Focused textbooks 4000-4999: Books And Supplies California Career Pathways Trust 20,000	ESTIMATED ACTUAL salary for 1.8 College and Career Readiness Teachers 1000-1999: Certificated Personnel Salaries Base 18000 Get Focused Stay Focused textbooks 4000-4999: Books And Supplies Other 17825 Get Focused Stay Focused workbooks and My10YearPlan.com subscription 4000-4999: Books And Supplies California Career Pathways Trust 8174.23

Action 3

Actions/Services	PLANNED Continue to build AVID program.	ACTUAL Continued to build AVID program.
Expenditures	BUDGETED .2 AVID Coordinator Release 1000-1999: Certificated Personnel Salaries Base 15,000 AVID Summer Institute and ongoing PD throughout the year 1000-1999: Certificated Personnel Salaries Base 9,000	ESTIMATED ACTUAL .2 AVID Coordinator Release. 1000-1999: Certificated Personnel Salaries Base 20000 AVID Summer Institute and ongoing PD throughout the year. 1000-1999: Certificated Personnel Salaries Base 9000

Action 4

Actions/Services	PLANNED Implement a SAT/ACT preparation program for students in grades 10th - 12th	ACTUAL Administered a school day PSAT in October 2017 to all 10th and 11th graders which generated a tailored on-line SAT Prep course in Kahn Academy in preparation for all 11th graders to take the SAT in March 2018. Also offered a Saturday prep course to the first 50 students to sign up and a 2 day per week after school math SAT support to all students.
Expenditures	BUDGETED Free PSAT for all 10th and 11th grade students 0000: Unrestricted Base 14,130 Free SAT for all 11th graders 0000: Unrestricted Base 10,000	ESTIMATED ACTUAL PSAT for all 10th and 11th graders 0000: Unrestricted Base 14130 SAT for all 11th graders 0000: Unrestricted Base 15000 Saturday SAT for 50 students 0000: Unrestricted Base 2500

Action 5

Actions/Services	PLANNED 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.	ACTUAL Staffed our College and Career Center with a full time EAOP College and Career Advisor, a College and Career Coordinator, and to flex scheduled Academic Counselors' schedules to make college and academic counseling available after school in the CCC. Added an Internship Coordinator mid 2017-18 to develop work-based learning opportunities as well as internships.

Expenditures	BUDGETED Full Time EAOP Coordinator 0001-0999: Unrestricted: Locally Defined Locally Defined 30,000 Full Time College and Career Coordinator 0001-0999: Unrestricted: Locally Defined Locally Defined 50,000 Flexed Schedule Academic Counselors 1000-1999: Certificated Personnel Salaries Base	ESTIMATED ACTUAL Full time EAOP Coordinator 0000: Unrestricted Locally Defined 30000 Ful time College and Career Coordinator 2000-2999: Classified Personnel Salaries Locally Defined 50000 Flexed Schedule Academic Counselors 1000-1999: Certificated Personnel Salaries Base

Action 6

Actions/Services	PLANNED 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.	ACTUAL Utilized existing system of paper based gathering of post-secondary plans and did not track students post secondary.
Expenditures	BUDGETED hourly support to develop and coordinate data collection system 2000-2999: Classified Personnel Salaries Base 1,000	ESTIMATED ACTUAL 0

Action 7

Actions/Services	PLANNED Increase the reclassification rates of English Learners in order to ensure access to college going course programming	ACTUAL Slightly increased reclassification rate. Provided two days of EL strategies training to 16 teachers with high numbers of English Learners in their classes.
Expenditures	BUDGETED Hourly curriculum development time to review existing courses and provide room in our master schedule for EL students to take a-g courses. 1000-1999: Certificated Personnel Salaries Base 500	ESTIMATED ACTUAL 16 substitute teachers for two days 1000-1999: Certificated Personnel Salaries Base 1600

Action 8

Actions/Services	PLANNED Implement NGSS sequence for all 9th, 10th, and 11th graders by providing dedicated collaboration time to curriculum development, and placing all students in Biology and Chemistry.	ACTUAL Implemented NGSS sequence for all 9th and 10th graders by moving all students forward, regardless of grade in previous class from Biology to Chemistry.
Expenditures	BUDGETED	ESTIMATED ACTUAL

Action 9

	PLANNED	ACTUAL
Actions/Services	Support and enhance a robust Career Day which brings 80 outside professionals to present to all juniors and seniors.	Supported and enhanced a robust Career Day which brought 80 outside professionals to present to all juniors and seniors and added a financial literacy workshop and a mock-interview experiences for seniors.
Expenditures	BUDGETED	ESTIMATED ACTUAL Collaboration with San Leandro Chamber of Commerce and African American Business Council. Not Applicable Other 500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	As part of the District's Strategic Plan Goal #2: Equity and Inclusion through College and Career Readiness we put great emphasis in bolstering our students' College and Career readiness. San Leandro High School mobilized Career Pathway Grant Trust monies, Perkins Grant, California Partnership Academy money, and LCAP funds to hire a full time College and Career Coordinator and a full time Internship Coordinator. We also administered a school day PSAT to 1200 10th and 11th graders and SAT to 500 11th graders, utilizing the data from the PSAT to support placement in AP classes, and ensuring all juniors had the appropriate test on file to apply to college. We also launched the first year of our College and Career class, a UC/CSU "g" course that is articulated with the local community college and utilizes the "Get Focused Stay Focused" curriculum. In this class, all 9th graders created a ten year plan and presented and got feedback on their plan from real world professionals. Similarly, all juniors and seniors participated in Career Day in the Spring where over 80 Professionals presented their career trajectory and seniors had a mock interview experience. We also created more robust high school graduation requirements for the class of 2021, requiring a year of World Language, a year of Visual and Performing Arts, as well as implementing the NGSS sequence of Biology, Chemistry, and Physics for all students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness of the actions/services implemented in service of this goal is demonstrable. We built our professional capacity to advise and serve our students by maintaining a full-time EAOP Counselor, flexing our five Academic Counselor's time to have them present in our College and Career Center, and adding both a full-time College and Career Coordinator and Work-Based Learning Coordinator. We also continued to develop and support both our three academies as well as our new Career Pathways in Advanced Manufacturing, Biomedical Health, Informational Technology, and Digital Media Arts. We also added 6 "a-g" approved courses in 17-18 and another 12 "a-g" approved courses for 18-19. San Leandro High School was named a College Board Advanced Placement District of the Year for being the national leader among medium-sized school districts in expanding access to Advanced Placement Program courses while simultaneously improving AP Exam performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no major material differences between budgeted expenditures and estimated actual expenditures. There was an additional expenditure of 5k for the actual cost to administered the SAT to all juniors and initial estimates for cost of teachers and PD for our EL and College and Career Teachers were lower than actuals.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	No changes were made to this goal.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 3

In alignment with District Goal #3: 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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Observations of staff during collaboration time

Number of staff opting into certain trainings, such as Assessing Student Learning Accurately, educating our beginning English Learners, PBL, etc.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	Provide professional development and release teachers from the classroom to support their implementation of instructional intiatives.	Provided professional development and released teachers to support implementation of instructional initiatives.
Expenditures	BUDGETED Subtitutes for teacher release. 1000-1999: Certificated Personnel Salaries Base 10,000	ESTIMATED ACTUAL Substitutes for teacher release 1000-1999: Certificated Personnel Salaries Base 10,000

Action 2

	PLANNED	ACTUAL
Actions/Services		

	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.	Provided training and collaboration for teachers of sheltered and clustered content area classes to promote their professional growth in better serving English Learner students.
Expenditures	BUDGETED teacher professional development on EL support 1000-1999: Certificated Personnel Salaries Base 6,000	ESTIMATED ACTUAL teacher professional development on EL support 1000-1999: Certificated Personnel Salaries Base 6,000
Action 3		
Actions/Services	PLANNED Continue providing Assessing Student Learning Accurately training and follow up for all teachers.	ACTUAL Continued to provide Assessing Student Learning Accurately training and follow up for all teachers. Additionally, Dr. Reginald Richardson presented at an ASLA Conference in San Diego.
Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries	ESTIMATED ACTUAL Travel and teacher release time 1000-1999: Certificated Personnel Salaries Other 8000
Action 4		
Actions/Services	PLANNED District provided Project Based Learning Training (PBL) for teachers to enhance teachers ability to guide students in thier thinking and learning that is aligned with the common core content standards.	ACTUAL Continued to provide Project Based Learning Training (PBL) for teachers to enhance teachers ability to guide students in thier thinking and learning that is aligned with the common core content standards.
Action 5		
Actions/Services	PLANNED Provide AP training for new Advanced Placement teachers in AP Computer Science and AP World History to increase staff diversity in AP programming.	ACTUAL Provided AP training for new Advanced Placement teachers in AP Computer Science and AP World History to increase staff diversity in AP programming.
Action 6		
Actions/Services	PLANNED	ACTUAL Administered Youthtruth survey; 82% of students completed, 65% of staff, and 180 parents.

Action 7

Actions/Services	PLANNED	ACTUAL
	Implement Redesign Plan to reduce the number of collaboration days to 13 Monday afternoons while increasing the amount of time teachers spent collaborating.	Implemented Redesign Plan to reduce the number of collaboration days to 13 Monday afternoons while increasing the amount of time teachers spent collaborating. Collaboration was organized by department with the requirement that teachers focus on District Goal #1: Teach, Learn, Achieve.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Under the framework of Horizontal Leadership our Instructional Leadership Team and teaching staff implemented a process governed by a set of norms and behaviors that maximize individual contribution while leveraging the collective intelligence of everyone involved. It is the way in which our teachers and administrative team collectively explored ideas to generate solutions that extend beyond the limited vision of a single person. 16 teachers with significant contact with beginning English Learners engaged in a two day ELD strategies training. 12 teachers chose to engage in Assessing Student Learning Accurately to collaboratively examine grading practices. All teachers completed project-based learning training to support engaging pedagogy through real-world learning.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, engagement in collaborative efforts was strong. Teachers responded positively to the longer, job-embedded collaborative time coupled with more autonomy in goal-setting.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	No changes were made to this goal as a result of this analysis.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 4

In alignment with District Goal #4, San Leandro High School will 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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Parent participation/input with developing and modifying the Single Plan for Student Achievement.

Parent Surveys that assess satisfaction and improvements in the following areas: Communication, School Culture and Climate, Input
Raised funds for Academic and Athletics Programs

Parent Surveys that assess satisfaction and improvements in the following areas: Communication, School Culture and Climate, Input

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	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,	San Leandro High School improved 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,

	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.	parents and the San Leandro High School community. All students, staff members, parent and community members are able to communicate with the San Leandro High School staff/departments in a clear, accessible, and efficient manner.
Expenditures	BUDGETED Provide translations for parent meetings, community engagement, and written communication for families. 2000-2999: Classified Personnel Salaries Base 3,000 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. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 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. 2000-2999: Classified Personnel Salaries Career Pathways Trust Grant 0	ESTIMATED ACTUAL Provided translations for parent meetings, community engagement, and written communication for families. 2000-2999: Classified Personnel Salaries Base 3,000 College and Career Readiness Coordinator provided 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. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 Career Pathway Coordinator provided 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. 2000-2999: Classified Personnel Salaries Career Pathways Trust Grant 0
Action 2		
Actions/Services	PLANNED Institutionalize monthly parent e-newsletter to keep families abreast of developments and achievements at San Leandro High School.	ACTUAL Institutionalized monthly parent e-newsletter to keep families abreast of developments and achievements at San Leandro High School.
Action 3		
Actions/Services	PLANNED	ACTUAL Administered Youth Truth survey to 170 parent community members to better identify areas of strength and growth from the parent perspective.
Expenditures	BUDGETED	ESTIMATED ACTUAL District-wide administration of YouthTruth surveys to families, students, and staff 0000: Unrestricted Base

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, all actions/services were implemented to achieve the articulated goal of continuing 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.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	A monthly newsletter was distributed to parents, and parents attended the various college workshops throughout the year. 180 parents participated in the Youth Truth survey.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	According to the budget report summary from our Escape data base, SLHS's budgeted expenditures were closely aligned with the estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	No changes were made to the goal, expected outcomes, metrics, or actions and services.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 5	San Leandro High School: Goal #5 aligned with our District Strategic Plan, SLHS will will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students. We will also continue to progress monitor the maintenance and beautification of SLHS.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Aligned with our District Strategic Plan, SLHS will continue to progress monitor the maintenance and beautification of SLHS.

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.

Effective implementation of 1:1 technology in the classroom as well as Promethean Boards for all teachers.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	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.	SLHS Administration and Custodial Staff/Services continued 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.
Expenditures	BUDGETED Additional custodial supplies to ensure high standards of cleanness and	ESTIMATED ACTUAL Additional custodial supplies to ensure high standards of cleanness and

	ongoing maintenance on the SLHS campus 4000-4999: Books And Supplies Base 5,000	ongoing maintenance on the SLHS campus 4000-4999: Books And Supplies Base 5000

Action 2

Actions/Services	PLANNED	ACTUAL Collaborated with the District Food Services to renovate and reimagine the School Cafeteria to create a student centered, welcoming space.
Expenditures	BUDGETED	ESTIMATED ACTUAL Food Services 0001-0999: Unrestricted: Locally Defined Other

Action 3

Actions/Services	PLANNED	ACTUAL Replaced outdated furniture in science rooms, conference rooms, and offices to support a more modern, safe, and collaborative learning enviroment.
Expenditures	BUDGETED	ESTIMATED ACTUAL Base 14000

Action 4

Actions/Services	PLANNED	ACTUAL Supported the effective use of Promethean Boards in the classroom by collaborating with District Technology to provide in-service training at faculty meetings and throughout the school year.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, most actions/services were implemented to achieve the articulated goal of continuing to progress monitor the maintenance and beautification of SLHS.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall effectiveness of the action/services to achieve the articulated goal was demonstrated through a reduction in behavior related incidents in the newly remodeled student cafeteria. Additionally, responses from the YouthTruth student, staff and community surveys indicated beautification and renovation efforts around campus were received positively.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	According to the budget report summary from our Escape data base, SLHS's budgeted expenditures were closely aligned with the estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	There were no significant changes made to this goal based on data analysis.

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**	**2018-19**
All Funding Sources	0.00	0.00	1,652,452.00	1,912,402.00
	0.00	0.00	136,000.00	176,000.00
Base	0.00	0.00	758,230.00	748,932.00
Bond Monies	0.00	0.00	300,000.00	0.00
California Career Pathways Trust	0.00	0.00	139,000.00	146,000.00
California Partnership Academies	0.00	0.00	51,750.00	45,000.00
Career Pathways Trust Grant	0.00	0.00	61,500.00	478,000.00
Carl D. Perkins Career and Technical Education	0.00	0.00	58,972.00	118,972.00
Locally Defined	0.00	0.00	52,000.00	0.00
Other	0.00	0.00	42,000.00	72,000.00
Supplemental and Concentration	0.00	0.00	50,000.00	122,500.00
Translation Budget	0.00	0.00	3,000.00	4,998.00

* 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**	**2018-19**
All Expenditure Types	0.00	0.00	1,652,452.00	1,912,402.00
	0.00	0.00	36,000.00	51,732.00
0000: Unrestricted	0.00	0.00	51,630.00	8,500.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	42,500.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	531,100.00	651,700.00
2000-2999: Classified Personnel Salaries	0.00	0.00	168,000.00	713,000.00
3000-3999: Employee Benefits	0.00	0.00	26,000.00	16,000.00
4000-4999: Books And Supplies	0.00	0.00	287,472.00	274,472.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	69,750.00	82,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	131,000.00	110,000.00
5900: Communications	0.00	0.00	3,000.00	4,998.00
6000-6999: Capital Outlay	0.00	0.00	306,000.00	0.00
Not Applicable	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**	**2018-19**
All Expenditure Types	All Funding Sources	0.00	0.00	1,652,452.00	1,912,402.00
		0.00	0.00	36,000.00	36,000.00
	Base	0.00	0.00	0.00	15,732.00
	Career Pathways Trust Grant	0.00	0.00	0.00	0.00
	Supplemental and Concentration	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	51,630.00	8,500.00
0000: Unrestricted	Locally Defined	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined		0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	500.00	0.00
0001-0999: Unrestricted: Locally Defined	Locally Defined	0.00	0.00	42,000.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	388,600.00	487,200.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	0.00	46,000.00	6,000.00
1000-1999: Certificated Personnel Salaries	California Partnership Academies	0.00	0.00	18,000.00	40,000.00
1000-1999: Certificated Personnel Salaries	Career Pathways Trust Grant	0.00	0.00	18,500.00	53,000.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	10,000.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	50,000.00	65,500.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	40,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	71,000.00	66,000.00
2000-2999: Classified Personnel Salaries	California Career Pathways Trust	0.00	0.00	50,000.00	140,000.00
2000-2999: Classified Personnel Salaries	California Partnership Academies	0.00	0.00	5,000.00	5,000.00

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**
2000-2999: Classified Personnel Salaries	Career Pathways Trust Grant	0.00	0.00	42,000.00	420,000.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	42,000.00
3000-3999: Employee Benefits	California Career Pathways Trust	0.00	0.00	5,000.00	0.00
3000-3999: Employee Benefits	California Partnership Academies	0.00	0.00	5,000.00	0.00
3000-3999: Employee Benefits	Other	0.00	0.00	16,000.00	16,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	190,500.00	155,500.00
4000-4999: Books And Supplies	California Career Pathways Trust	0.00	0.00	38,000.00	0.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	0.00	0.00	58,972.00	118,972.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	20,000.00	6,000.00
5000-5999: Services And Other Operating Expenditures	California Partnership Academies	0.00	0.00	23,750.00	0.00
5000-5999: Services And Other Operating Expenditures	Career Pathways Trust Grant	0.00	0.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	26,000.00	56,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	100,000.00	100,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	30,000.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Career Pathways Trust Grant	0.00	0.00	1,000.00	0.00
5900: Communications	Translation Budget	0.00	0.00	3,000.00	4,998.00
6000-6999: Capital Outlay	Base	0.00	0.00	6,000.00	0.00
6000-6999: Capital Outlay	Bond Monies	0.00	0.00	300,000.00	0.00
Not Applicable	Other	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**	**2018-19**
Goal 1	685,100.00	509,700.00
Goal 2	514,130.00	1,153,500.00
Goal 3	16,000.00	6,000.00
Goal 4	33,000.00	64,998.00
Goal 5	225,000.00	50,732.00
Goal 6	0.00	0.00
Goal 7	10,000.00	4,500.00
Goal 8	169,222.00	122,972.00

* 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				
Reginald Richardson, Ed.D	X				
Wanda Armstrong			X		
		X			
Rebecca Wildman		X			
				X	
				X	
Melinda Bradford				X	
Veotis Latchison					X
Victoria Cobos					X
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
X	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 05/24/2108.

Attested:

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

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	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

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Attested:

Reginald Richardson, Ed.D & Ronald Richardson, Ed.D.		5/24/18
Typed Name of School Principal	Signature of School Principal	Date
Melinda Bradford	Melinda Y Bradford	5/24/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date