School Year: **2018-19**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|---|
| **School Name** | San Leandro High School |
| **Address** | 2200 Bancroft Ave.<br>San Leandro, CA 94577 |
| **County-District-School (CDS) Code** | 01-61291-0137588 |
| **Principal** | Reginald Richardson, Ed.D & Ronald Richardson, Ed.D. |
| **District Name** | San Leandro Unified School District |
| **SPSA Revision Date** | May 24, 2019 |
| **Schoolsite Council (SSC) Approval Date** | May 24, 2019 |
| **Local Board Approval Date** | June 18 2019 |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

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

San Leandro High is proud to partner with students, families and the greater community to ensure all students have access to a robust academic program that is equitable, rigorous and culturally relevant for all our students. The face of our office includes our network of family liaisons, who facilitate communication between schools and families, and staff. Our full service Health and Wellness Center that will be opening Fall 2015 to provide information on services and programs that will support students, parents and family assistance. San Leandro High is committed to building the capacity 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. 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. Are community virtues are as follows:

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

# Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

All San Leandro Unified school sites align their School-wide Plan for Student Achievement (SPSA) with the 2017-2020 District Strategic Plan. From Spring 2018 through the school year 2018-19, SLHS underwent a full WASC self-study and, through this process, did a thorough review of our SPSA. The following plan incorporates our WASC Visiting Committee's review of our findings as well as addresses the additional critical areas of need they pointed out. This action plan incorporates feedback from numerous ILT meetings, Department reviews, School Site Council and ELAC meetings, as well as student feedback via the WASC Self-Study as well as the YouthTruth survey from 2017-18.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **American Indian** | 0.3% | 0.1% | 0.19% | 7 | 3 | 5 |
| **African American** | 17.6% | 16.9% | 15.62% | 457 | 441 | 415 |
| **Asian** | 15.4% | 16.6% | 17.09% | 401 | 432 | 454 |
| **Filipino** | 8.7% | 8.6% | 8.39% | 226 | 224 | 223 |
| **Hispanic/Latino** | 44.5% | 45.1% | 45.88% | 1,155 | 1,177 | 1219 |
| **Pacific Islander** | 1.6% | 1.3% | 1.17% | 41 | 34 | 31 |
| **White** | 9.2% | 8.6% | 8.24% | 239 | 225 | 219 |
| **Multiple/No Response** | 2.5% | 0.2% | 0.38% | 66 | 4 | 10 |
| | | | **Total Enrollment** | 2,597 | 2,608 | 2657 |

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **2,657** | **63.0%** | **18.5%** | **0.2%** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 491 | 18.5% |
| **Foster Youth** | 5 | 0.2% |
| **Homeless** | 54 | 2.0% |
| **Socioeconomically Disadvantaged** | 1,675 | 63.0% |
| **Students with Disabilities** | 372 | 14.0% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 415 | 15.6% |
| **American Indian** | 5 | 0.2% |
| **Asian** | 454 | 17.1% |
| **Filipino** | 223 | 8.4% |
| **Hispanic** | 1,219 | 45.9% |
| **Two or More Races** | 81 | 3.0% |
| **Pacific Islander** | 31 | 1.2% |
| **White** | 219 | 8.2% |

# School and Student Performance Data

## Overall Performance

**2018 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br><br>Orange | **Graduation Rate**<br><br>Blue | **Suspension Rate**<br><br>Yellow |
| **Mathematics**<br><br>Orange | | |
| **English Learner Progress**<br><br>No Performance Color | | |
| **College/Career**<br><br>Green | | |

# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 2 | 3 | 1 | 2 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  Orange |  Red |  No Performance Color |
| 4.1 points below standard | 79.5 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -15.2 points | Maintained 0.2 points | 2 students |
| 575 students | 96 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  No Performance Color |  Orange |  Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 21.3 points below standard | 103 points below standard |
| 10 students | Declined -12.2 points | Increased 14.5 points |
| | 348 students | 71 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  Red |  No Performance Color |  Green |  Green |
| 66.4 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 43.1 points above standard | 31.5 points above standard |
| Declined -30.8 points | 2 students | Declined -18.7 points | Declined -10.9 points |
| 94 students | | 114 students | 43 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Orange |  No Performance Color |  No Performance Color |  Yellow |
| 17.9 points below standard | 43.4 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 29.5 points above standard |
| Declined -9.5 points | Declined -14.9 points | 3 students | Declined -22.3 points |
| 249 students | 17 students | | 53 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 92.2 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 14.9 points below standard |
| Increased 17.1 points | 10 students | Declined -24.1 points |
| 86 students | | 245 students |

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 3 | 4 | 1 | 0 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  Orange |  Orange |  No Performance Color |
| 96.2 points below standard | 142.4 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -6.2 points | Increased 7.6 points | 2 students |
| 572 students | 96 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  No Performance Color |  Orange |  Red |
| Less than 11 Students - Data Not Displayed for Privacy | 110 points below standard | 201.3 points below standard |
| 10 students | Declined -8.3 points | Maintained 0.2 points |
| | 348 students | 67 students |

| 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  Red |  No Performance Color |  Yellow |  Orange |
| 154.7 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 22.3 points below standard | 71.1 points below standard |
| Declined -7.6 points | 2 students | Declined -9.4 points | Declined -5.6 points |
| 93 students | | 114 students | 43 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Red |  No Performance Color |  No Performance Color |  Orange |
| 120.8 points below standard | 39.1 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 74.2 points below standard |
| Declined -9 points | Maintained -1.8 points | 3 students | Declined -5.2 points |
| 247 students | 17 students | | 53 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 154.9 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 114.9 points below standard |
| Maintained 1.3 points | 10 students | Declined -10.4 points |
| 86 students | | 242 students |

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| **Number of Students** | **Level 4 Well Developed** | **Level 3 Moderately Developed** | **Level 2 Somewhat Developed** | **Level 1 Beginning Stage** |
| 452 | 38.9% | 29% | 15.5% | 16.6% |

# School and Student Performance Data

## Academic Performance
## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 4 | 3 | 0 |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

**2018 Fall Dashboard College/Career for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  Green |  Yellow |  No Performance Color |
| 39.9% prepared | 12% prepared | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 5.4% | Increased 3.1% | 3 students |
| 654 students | 108 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  No Performance Color |  Green |  Orange |
| 19.2% prepared | 36.2% prepared | 7.6% prepared |
| Increased 2.6% | Increased 5.5% | Increased 2.1% |
| 26 students | 486 students | 92 students |

| 2018 Fall Dashboard College/Career by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  Yellow |  No Performance Color |  Green |  Yellow |
| 25.2% prepared | 0 Students | 58.3% prepared | 49.2% prepared |
| Increased 8.7% | | Increased 5.4% | Maintained 0.2% |
| 107 students | | 120 students | 59 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Yellow |  No Performance Color |  No Performance Color |  Green |
| 34.3% prepared | 66.7% prepared | 27.3% prepared | 44% prepared |
| Increased 3.3% | 15 students | 11 students | Increased 10.7% |
| 289 students | | | 50 students |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance | | |
|---|---|---|
| **Class of 2016** | **Class of 2017** | **Class of 2018** |
| 35.2% **Prepared** | 34.5 **Prepared** | 39.9 **Prepared** |
| 21.7% **Approaching Prepared** | 23.5 **Approaching Prepared** | 22.8 **Approaching Prepared** |
| 43.1% **Not Prepared** | 42 **Not Prepared** | 37.3 **Not Prepared** |

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 2 | 4 | 2 |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

**2018 Fall Dashboard Graduation Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  |  |  |
| Blue | Yellow | No Performance Color |
| 94.2% graduated | 78.7% graduated | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +5.5% | Increased +11.7% | 3 students |
| 654 students | 108 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  |  |  |
| No Performance Color | Blue | Green |
| 84.6% graduated | 93.8% graduated | 89.1% graduated |
| Declined -7.1% | Increased +5.3% | Increased +5.6% |
| 26 students | 486 students | 92 students |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  Green |  No Performance Color |  Green |  Yellow |
| 93.5% graduated | 0 Students | 90.8% graduated | 94.9% graduated |
| Increased +8% | | Increased +11% | Declined -1% |
| 107 students | | 120 students | 59 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Blue |  No Performance Color |  No Performance Color |  Green |
| 95.2% graduated | 100% graduated | 100% graduated | 94% graduated |
| Increased +3% | 15 students | 11 students | Increased +2.8% |
| 289 students | | | 50 students |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year | |
|---|---|
| **2017** | **2018** |
| 88.7% graduated | 94.2% graduated |

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 3 | 2 | 5 | 1 | 0 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2018 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  Yellow |  Yellow |  No Performance Color |
| 7.2% suspended at least once | 8.1% suspended at least once | 14.3% suspended at least once |
| Declined -0.7% | Declined -2.1% | Declined -17.3% |
| 2794 students | 532 students | 14 students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  Red |  Yellow |  Yellow |
| 16.4% suspended at least once | 7.9% suspended at least once | 10.3% suspended at least once |
| Increased 3.1% | Declined -0.5% | Declined -3.5% |
| 67 students | 1785 students | 398 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  Red |  No Performance Color |  Orange |  Orange |
| 16.6% suspended at least once | Less than 11 Students - Data 5 students | 2.6% suspended at least once | 3% suspended at least once |
| Increased 0.7% | | Increased 0.6% | Increased 1.3% |
| 447 students | | 460 students | 232 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Yellow |  Yellow |  Red |  Green |
| 6.7% suspended at least once | 7.9% suspended at least once | 17.1% suspended at least once | 3.5% suspended at least once |
| Declined -1.6% | Declined -2.1% | Increased 14.6% | Declined -3.7% |
| 1288 students | 101 students | 35 students | 226 students |

This section provides a view of the percentage of students who were suspended.

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 9.4% suspended at least once | 7.9% suspended at least once | 7.2% suspended at least once |

# Goals, Strategies, & Proposed Expenditures

# Goal 1

## Subject

Goal #1 Teach Learn and Achieve

## Goal Statement

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.

1A:

## Goal was informed by

All San Leandro High School goals are aligned to the District's Strategic Plan and have been reviewed and affirmed during the February 2019 WASC accreditation process.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| LCFF Priority 1 - Basic Conditions<br>• Compliance with Williams textbook and materials audit | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% Williams Audit<br>• Maintain 100% of all teachers appropriate assigned | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% Williams Audit<br>• Maintain 100% of all teachers appropriate assigned |

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |
| • Appropriately Assigned Teachers as indicated on the CA State Dashboard<br><br>LCFF Priority 2 - Implementation of State Standards<br><br>• Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br>• AP passing rates for all students<br><br>LCFF Priority 5 - Pupil Engagement<br>• Graduation Rate Indicator is reported annual via the CA State Dashboard<br>• High School dropout rate<br>• Attendance rates<br><br>LCFF Priority 4, 7, & 8 - Pupil Achievement, Course Outcomes, & Pupil Outcomes<br><br>• College and Career Indicator as reported on the CA State Dashboard | LCFF Priority 2 - Implementation of State Standards<br><br>• Maintain a comprehensive core curriculum TK-12 as reported to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br><br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br>• Increase AP exam passing score rate by 2% to 5% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br><br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and<br><br>student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 4, 7, & 8 - Pupil | LCFF Priority 2 - Implementation of State Standards<br><br>• Maintain a comprehensive core curriculum TK-12 as reported to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br><br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br>• Increase AP exam passing score rate by 2% to 5% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br><br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and<br><br>student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 4, 7, & 8 - Pupil |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| | • Increase the percentage of high school graduates who are placed on the prepared level on<br><br>College and Career Indicator by 4% - 9% over the previous year. | • Increase the percentage of high school graduates who are placed on the prepared level on<br><br>College and Career Indicator by 4% - 9% over the previous year. |

## Planned Strategies/Activities

### Strategy/Activity 1

In order to improve Math proficiency for all subgroups we will:
Support subject-alike collaboration to supplement curriculum to align courses horizontally and vertically.
Support math instructors with effective, research-based teaching practices supporting Tier I differentiation.
Provide strong coaching.
Provide District level Math Coordinator to support instruction, curriculum design, and grade level coordination.

#### Students to be Served by this Strategy/Activity

All subgroups

#### Timeline

Ongoing

#### Person(s) Responsible

SLHS Admin, Math Instructors, District Math Coordinator

#### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 120000 |
| **Source** | Other |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Grant funding from 2018-19 to support improvement in Math |
| **Amount** | 10000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Release time for math teachers as needed |
| **Amount** | 2500 |
| **Source** | Base |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |

| | |
|---|---|
| **Description** | Conference attendance for selected math teachers |

## Strategy/Activity 2

In order to improve math proficiency for all subgroups we wll:

Continue to offer a Math/Lit Lab and add a Math Lab only course for 9th graders and explore expansion to other grade levels.
Offer more intensive after school math interventions targeted at our lowest performing students including Sylvan Learning, and after school tutorial with a focus on math.
Pilot an Algebra Readiness course for a small cohort of incoming 9th graders who require intensive intervention.

### Students to be Served by this Strategy/Activity

Students who require more intensive interventions in Math

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, Math Instructors, District Math Coordinator

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 90000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | .8 math teacher salary for Intensive Algebra Pilot course and 3 sections of Math Lab |
| **Amount** | 13000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Hourly teacher compensation for after school tutorial with emphasis on math support and with a goal to build capacity within the school by engaging volunteers, coordinating students, and improving the use of existing teacher after school support. |
| **Amount** | 10000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Release time as well as summer curriculum development time to support implementation of new Alg. Intensive, Math Lab, and support teachers in best practices with our Alg. 1 courses |
| **Amount** | 3000 |
| **Source** | Base |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |

| | |
|---|---|
| **Description** | Conference attendance and/or training for Math teachers to support stronger instructional practices. |

## Strategy/Activity 3

In order to provide a high quality education to our EL and SPED populations, we will
Increase reclassification for LTELS by: 1) engaging students and families in understanding the requirements for reclassification, 2) preparing LTELS for reclassification assignments, 3) engaging stakeholders in a cycle of inquiry to consider best practices to support LTELS.

### Students to be Served by this Strategy/Activity

EL and SPED students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, SPED Teacher Leaders, EL Coordinator,

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 3500 |
| **Source** | Base |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |
| **Description** | Professional training provided by publisher and coordinated to district personnel |
| **Amount** | 3000 |
| **Source** | Base |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |
| **Description** | Co-Teaching training |

## Strategy/Activity 4

SLHS will better incorporate integrated ELD into its ELA and other content area classes.

### Students to be Served by this Strategy/Activity

ELD Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, ELD Coordinator, ELA Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000 |

| | |
|---|---|
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Offer training to remainder of SLHS teachers at district-wide PD days |

## Strategy/Activity 5

SLHS will continue to support teachers in the implementation of project based learning to further support real, relevant, and differentiated instruction to support all students in learning. Department Leads will identify at least 2 of 13 collaboration dates which will be devoted to PBL within or across departments.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Admin, ILT, Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 3000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Half day ILT Retreat prior to start of 2019-2020 school year to support coordinated and collaboration planning across and within departments. |
| **Amount** | 3000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | District funded PBL training and release time to support implementation. |

## Strategy/Activity 6

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.

### Students to be Served by this Strategy/Activity

All

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, Technology, Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 80000 |
| **Source** | Base |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Site and District funds devoted to subscriptions to blended learning platforms, such as NewsELA, Google Classroom, Renaissance Learning, and Imagine Learning. |

## Strategy/Activity 7

SLHS will provide a College and Career Curriculum Coordinator to support implementation of Get Focused, Stay Focused curriculum at grades 10, 11, 12 as well as to coordinate the many work-based learning opportunities (TAs, Elem.Aid etc). on site. Additionally, we will continue to support the creation of articulation agreements as well as the advertisement to our scholars re: the opportunity to take courses in our schedule that can earn college credit.

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020 school year

### Person(s) Responsible

Site Admin, College and Career Curriculum Coordinator, College and Career and Work-Based learning coordinators, Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 2000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | .2 release for certificated teacher (in lieu of the former AVID coordinator) |

| | |
|---|---|
| **Amount** | 2000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Hourly pay for teachers to develop articulation agreements with Chabot and/or Laney College |

| | |
|---|---|
| **Amount** | 40000 |
| **Source** | None Specified |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Hire work-based learning coordinator |

## Strategy/Activity 8

SLHS will continue to support our Advanced Placement program by training new teachers, 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

### Students to be Served by this Strategy/Activity

All

### Timeline

Ongoing

### Person(s) Responsible

Site Admin

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 3000 |
| **Source** | Base |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | AP Summer Training |
| **Amount** | 5000 |
| **Source** | Base |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | AP Supplementary materials |

## Strategy/Activity 9

After school and school day intervention

### Students to be Served by this Strategy/Activity

All

### Timeline

On going - 3 days per week

### Person(s) Responsible

Site Admin, tutorial teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 20000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Hire two teachers to provide after school intervention in the library three days per week. |
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site.<br>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. |

## Strategy/Activity 10

Continue to support teachers in implementation of equitable grading practices through additional training and opportunity to learn more in collaboration.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, District trainer, Instructional Coaches

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 3000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | release time and instructional coach time to train |

| | |
|---|---|
| **Amount** | 3000 |
| **Source** | Base |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |
| **Description** | Instructional materials or equitable grading training |

## Strategy/Activity 11

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.

### Students to be Served by this Strategy/Activity

All

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, Science Teachers,

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 15000 |
| **Source** | Supplemental and Concentration |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | New texts and supplemental materials to support NGSS implementation |

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site.<br>Instructional Coach support and Teacher collaboration time to continue building NGSS Curriculum |

# Goals, Strategies, & Proposed Expenditures

# Goal 2

## Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

## Goal Statement

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.

## Goal was informed by

All San Leandro High School goals are aligned to the District's Strategic Plan and have been reviewed and affirmed during the February 2019 WASC accreditation process.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts, for pupils in grades 3-8 and 11, as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics, for pupils in grades 3-8 and 11, as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br>• AP passing rates for all students<br><br>LCFF Priority 5 - Pupil Engagement | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br>• Increase AP exam passing score rate by 2% to 5% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br>• Increase AP exam passing score rate by 2% to 5% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and |

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |
| • Graduation Rate Indicator is reported annual via the CA State Dashboard<br>• High School dropout rate<br>• Attendance rates<br><br>LCFF Priority 4, 7, & 8<br><br>• College and Career Indicator as reported on the CA State Dashboard | student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 4, 7, & 8 - Pupil<br><br>• Increase the percentage of high school graduates who are placed on the prepared level on<br><br>College and Career Indicator by 4% - 9% over the previous year. | student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 4, 7, & 8 - Pupil<br><br>• Increase the percentage of high school graduates who are placed on the prepared level on<br><br>College and Career Indicator by 4% - 9% over the previous year. |

## Planned Strategies/Activities

## Strategy/Activity 1

Improve UC/CSU "a'g" completion rates for all groups, with particular emphasis on your homeless, low SES, AfAm, Latino, and students with Disabilities by:

- Continuing to implement NGSS course sequence for all students to take Biology, Chemistry, and Physics
- Supporting the new class of 2021 to include a World Language and a VAPA requirement.

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, Counseling Staff, College and Career Staff

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

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."

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, College and Career Coordinator

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 200000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | salary for 2.0 College and Career Readiness Teachers. |
| **Amount** | 2500 |
| **Source** | Base |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | professional development for College and Career Teachers with emphasis on training new teachers |
| **Amount** | 20000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | .2 release for College and Career Curriculum Coordinator to develop and support implementation of curriculum at 10, 11, 12th grade for all students. |

## Strategy/Activity 3

Develop, support, and implement Seal of Biliteracy to recognize our biliterate students as well as to access another indicator of College and Career Preparedness

### Students to be Served by this Strategy/Activity

Students who demonstrate biliteracy - particularly those who are native speakers.

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, ELD and World Language teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 750 |
| **Source** | Base |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Seal of Biliteracy recognition - graduation stoles, certficates and other recognitions |

## Strategy/Activity 4

Free School Day PSAT for all 10th and 11th graders and free School Day SAT for all 11th graders.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

October - PSAT, March SAT

### Person(s) Responsible

Site Admin, Counseling Team, All Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 10000 |
| **Source** | LCFF - Supplemental |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | Free PSAT for all 10th and 11th graders - College Readiness Block Grant |
| **Amount** | 20000 |
| **Source** | Other |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | Free School Day SAT with Essay or all 11th graders |

## Strategy/Activity 5

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, Counseling Team

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 25000 |
| **Source** | Other |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | Full-time EAOP Coordinator out of District College Readiness Block Grant |

| | |
|---|---|
| **Amount** | 42000 |
| **Source** | Supplemental and Concentration |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Full-Time College and Career Coordinator |

| | |
|---|---|
| **Amount** | 420000 |
| **Source** | Career Pathways Trust Grant |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Career Pathway Coordinator - District Funding |

| | |
|---|---|
| **Amount** | 16000 |
| **Source** | Other |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Benefits for College and Career Coordinator and Career Pathway Coordinator |

## Strategy/Activity 6

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1500 |
| **Source** | Base |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | hourly time to follow up with 1st year graduates |

## Strategy/Activity 7

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

### Students to be Served by this Strategy/Activity

EL Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, EL Coordinator, EL Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 20000 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | .2 ELD Coordinator |
| **Amount** | 1500 |
| **Source** | Base |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | Provide integrated ELD training to all staff during faculty meetings and district-wide professional development days |

## Strategy/Activity 8

Implement NGSS sequence for all 9th, 10th, and 11th graders by providing dedicated collaboration time to curriculum development and pursuing funding for new NGSS curriculum supplies -

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Fall 2019

### Person(s) Responsible

District and Site Admin

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 5000 |
| **Source** | Base |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Books and supplies for NGSS courses |

## Strategy/Activity 9

College Night for grade 6-12 in Fall and Career Day for grades 10-12 in Spring

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

College and Career Coordinator, Counseling Team, San Leandro Chamber, African American Business Association

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 10

Continue to promote and develop Career Pathways such as the newly redesigned Advanced Manufacturing pathway, with strong advertisement and the promotion of more work-based learning opportunities

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Site and District Admin, Work-Based Learning Coordinator

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site. |

## Strategy/Activity 11

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)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, Academy Teachers

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 12

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/ English Honors courses.

### Students to be Served by this Strategy/Activity

Qualifying students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, English Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site. |

## Strategy/Activity 13

Continue to use PSAT and STAR data to make recommendations for appropriate Honors and AP placements.

### Students to be Served by this Strategy/Activity

Qualifying Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, Counseling Team

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site. |

## Strategy/Activity 14

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, COST Team

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 100000 |
| **Source** | Other |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |
| **Description** | Three full time EBAC Mental Health Providers |
| **Amount** | 2500 |
| **Source** | Base |
| **Budget Reference** | 0000: Unrestricted |
| **Description** | Positive incentives for attendance, use of school ids etc. |

## Strategy/Activity 15

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.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

District and Site Admin

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site. |

## Strategy/Activity 16

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.

### Students to be Served by this Strategy/Activity

All, particularly those at most risk

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, COST Team

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site.<br>Continue to collaborate with Director of Intervention and Prevention Services and our District Truancy Coordinator to develop a more efficient SARB/SART process. |
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site.<br>Three full time EBAC providers, contracts with Korean Health, Project Eden, and Davis Street for a strong, consistent, and viable COST team. |

## Strategy/Activity 17

SLHS will open a dedicated space to support 1.6 School Psychiatrists and their interns.

### Students to be Served by this Strategy/Activity

Students with IEPs

### Timeline

Fall 2019

### Person(s) Responsible

Site and District Admin

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 2500 |

| | |
|---|---|
| **Source** | Base |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Better utilize spaces to open a larger dedicated space for our School Psychology Team |

# Goals, Strategies, & Proposed Expenditures

# Goal 3

## Subject

Goal #3 Collaborative and Engaged District Culture

## Goal Statement

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

## Goal was informed by

All San Leandro High School goals are aligned to the District's Strategic Plan and have been reviewed and affirmed during the February 2019 WASC accreditation process.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as<br><br>reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year. | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as<br><br>reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year. |

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |
| • AP passing rates for all students<br><br>LCFF Priority 5 - Pupil Engagement<br>• Graduation Rate Indicator as reported on the CA State Dashboard<br>• High School dropout rate<br>• Attendance rates<br><br>LCFF Priority 6 - School Climate<br>• SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard.<br>• Expulsion Rates for the district<br>• SLUSD administers the students survey, every other year and reports findings to the local<br><br>school board and the CA State Dashboard. | • Increase AP exam passing score rate by 2% to 5% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br><br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and<br><br>student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 6 - School Climate<br>• Decrease the Suspension rate status by 0.3% to 2% from the previous year.<br>• Maintain the district expulsion rate at or below the state average for all students and student<br><br>groups.<br><br>• Maintain a high rating for Student Engagement and Supports and report findings from<br><br>Student Survey. | • Increase AP exam passing score rate by 2% to 5% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br><br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and<br><br>student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 6 - School Climate<br>• Decrease the Suspension rate status by 0.3% to 2% from the previous year.<br>• Maintain the district expulsion rate at or below the state average for all students and student<br><br>groups.<br><br>• Maintain a high rating for Student Engagement and Supports and report findings from<br><br>Student Survey. |

## Planned Strategies/Activities

## Strategy/Activity 1

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 2500 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Hourly for 15 ILT members to attend a half day retreat in August prior to the start of 2019-2020 school year to finalize Collaboration schedule and share plans for the year. |

## Strategy/Activity 2

To increase the achievement of ELs and all students, provide integrated ELD training and support to all teachers.

### Students to be Served by this Strategy/Activity

ELD Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, ELD Coordinator, ELD Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 2500 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Incorporate ELD training into faculty meetings and District-wide professional development days |

## Strategy/Activity 3

Create mentorship system where new employees are paired with a veteran who can support with systems, instructional practices, classroom management etc.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Beginning of school year

### Person(s) Responsible

Admin, Mentor Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1500 |
| **Source** | Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | "Mentor" teachers - to support and acclimate new teachers to our systems - hourly pay for new teacher retreat. |

## Strategy/Activity 4

Continue to support school safety by improving security and emergency protocols and communication, clear signage, and consistent training.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

ongoing

### Person(s) Responsible

site admin, security, all staff

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site. |

# Goals, Strategies, & Proposed Expenditures

# Goal 4

## Subject

Goal #4 Family and Community Engagement

## Goal Statement

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 will continue to empower all stakeholders and strengthen our ability to provide opportunities for parents and families to give input and be involved with their child(s) school.

## Goal was informed by

All San Leandro High School goals are aligned to the District's Strategic Plan and have been reviewed and affirmed during the February 2019 WASC accreditation process.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as<br><br>reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year. | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as<br><br>reported annually to the local school board<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year. |

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |
| reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br>• AP passing rates for all students<br><br>LCFF Priority 5 - Pupil Engagement<br>• Graduation Rate Indicator as reported on the CA State Dashboard<br>• High School dropout rate<br>• Attendance rates<br><br>LCFF Priority 4, 7, & 8<br><br>• College and Career Indicator as reported on the CA State Dashboard | • Increase the reclassification rate by 0.5% to 2% over the previous year.<br>• Increase AP exam passing score rate by 2% to 5% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br><br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and<br><br>student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 4, 7, & 8<br><br>• Increase the percentage of high school graduates who are placed on the prepared level on<br><br>College and Career Indicator by 4% - 9% over the previous year. | • Increase the reclassification rate by 0.5% to 2% over the previous year.<br>• Increase AP exam passing score rate by 2% to 5% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br><br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and<br><br>student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 4, 7, & 8<br><br>• Increase the percentage of high school graduates who are placed on the prepared level on<br><br>College and Career Indicator by 4% - 9% over the previous year. |

## Planned Strategies/Activities

## Strategy/Activity 1

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.

### Students to be Served by this Strategy/Activity

All

### Timeline

Ongoing

### Person(s) Responsible

Site Admin

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 7100 |
| **Source** | Translation Budget |
| **Budget Reference** | 5900: Communications |
| **Description** | 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 |
| **Source** | Supplemental and Concentration |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | 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 |
| **Description** | Centralized services to support programs at the school site.<br>Ongoing use of SLHS website, Aeries Communication, and the monthly parent newsletter to communicate important and timely information. |

## Strategy/Activity 2

Continue to partner with AC Transit to implement the Clipper Card Program for all students.

### Students to be Served by this Strategy/Activity

All

### Timeline

Ongoing

### Person(s) Responsible

Site Admin and SLHS bank

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site. |

## Strategy/Activity 3

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, College and Career Coordinator, Work-based learning Coordinator, San Leandro Chamber of Commerce, African American Business Partners

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 60000 |
| **Source** | Other |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Hiring or work-based learning coordinator |
| **Amount** | 2500 |
| **Source** | Base |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Expenses related to Career Day and other work-based learning opportunities |

## Strategy/Activity 4

Better utilize available resources to build a collaborative community of adults to support student success including sharing expertise and reinventing the Spring Open House into an April Showcase

### Students to be Served by this Strategy/Activity

All

### Timeline

Ongoing

### Person(s) Responsible

Site Admin, Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site.<br>Create space for teachers to learn best practices in contacting parents/guardians during staff meeting time. |
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site. |

| | |
|---|---|
| | 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** | 0 |
| **Description** | Centralized services to support programs at the school site.<br>Utilize existing technology to send regular weekly text messages to parents when there are Fs in a student's grade book, 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. |
| **Amount** | 2500 |
| **Source** | Base |
| **Description** | Reinvent Spring "Open House" into the "April Showcase of Learning" where families can visit both current and future classrooms to see projects and learning in every classroom. |

# Goals, Strategies, & Proposed Expenditures

# Goal 5

## Subject

Goal #5 Facilities

## Goal Statement

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

## Goal was informed by

All San Leandro High School goals are aligned to the District's Strategic Plan and have been reviewed and affirmed during the February 2019 WASC accreditation process.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| LCFF Priority 1 - Basic Conditions<br>• Compliance with Williams facilities audits<br>• Monitor maintenance requests and the average time to complete requests by categories. | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% positive reporting on all Williams and<br>local facilities audit for cleanliness and supplies.<br>• Decrease the average completion rate times by 1% to 5% over the previous year. | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% positive reporting on all Williams and<br>local facilities audit for cleanliness and supplies.<br>• Decrease the average completion rate times by 1% to 5% over the previous year. |

## Planned Strategies/Activities

## Strategy/Activity 1

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.

### Students to be Served by this Strategy/Activity

All

### Timeline

Ongoing

### Person(s) Responsible

District and Site Admin, Maintenance and Custodial Staff

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 5,000 |
| **Source** | Base |
| **Budget Reference** | 0000: Unrestricted |
| **Description** | Continue to pay for additional custodial supplies to ensure high standards of cleanness and ongoing maintenance on the SLHS campus |
| **Amount** | 15,700 |
| **Source** | Base |
| **Budget Reference** | 0000: Unrestricted |
| **Description** | Continue to purchase furniture that supports the day to day classroom instruction and student needs throughout the school year. |

## Strategy/Activity 2

Provide ongoing maintenance and support in order to maintain a 1:1 ratio of computers.

### Students to be Served by this Strategy/Activity

All

### Timeline

Ongoing

### Person(s) Responsible

District Tech Staff

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site. |

## Strategy/Activity 3

Provide ongoing maintenance and support for Promethean Boards

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

District Tech Staff

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site. |

## Strategy/Activity 4

Maintain the newly installed security cameras and continue to train security and administrative staff in use of cameras.

### Students to be Served by this Strategy/Activity

All

### Timeline

Ongoing

### Person(s) Responsible

District and Site Admin, District Security Consultant

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Description** | Centralized services to support programs at the school site.<br>District funded capitol improvement |

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## 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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| LCFF Priority 1 - Basic Conditions<br>• Compliance with Williams textbook and materials audit<br>• Appropriately Assigned Teachers as indicated on the CA State Dashboard<br><br>LCFF Priority 2 - Implementation of State Standards<br><br>• Implementation of core academic standards reported to the local governing board and | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% Williams Audit<br>• Maintain 100% of all teachers appropriate assigned<br><br>LCFF Priority 2 - Implementation of State Standards<br><br>• Maintain a comprehensive core curriculum TK-12 as reported to the local school board | LCFF Priority 1 - Basic Conditions<br>• Maintained 100% Williams Audit<br>• Maintained 100% of all teachers appropriate assigned<br><br>LCFF Priority 2 - Implementation of State Standards<br><br>• Maintained a comprehensive core curriculum TK-12 as |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
| --- | --- | --- |
| indicated on CA State Dashboard<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br>• AP passing rates for all students<br><br>LCFF Priority 5 - Pupil Engagement<br>• Graduation Rate Indicator is reported annual via the CA State Dashboard<br>• High School dropout rate<br>• Attendance rates<br><br>LCFF Priority 4, 7, & 8 - Pupil Achievement, Course Outcomes, & Pupil Outcomes<br><br>• College and Career Indicator as reported on the CA State Dashboard | LCFF Priority 4 - Pupil Academics<br><br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br><br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and<br><br>student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 4, 7, & 8 - Pupil<br><br>• Increase the percentage of high school graduates who are placed on the prepared level on<br><br>College and Career Indicator by 4% - 9% over the previous year. | reported to the local school board<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic ELA status for all students and student groups declined by 15.2 points<br>• Academic ELA status for SPED students increased by 14.5 points<br>• Academic Math status for all students and student groups declined by 6.2 points<br>• English Learner Progress status Level 4 = 38.9%, Level 3 = 29%, Level 3 = 15.5%, Level 1 16.6%<br>• Increased the reclassification rate<br><br>LCFF Priority 5 - Pupil Engagement<br>• Graduation Rate Indicator status increased by 5.5%<br>• Maintained a high school dropout rate below the state average for all students.<br><br>LCFF Priority 4, 7, & 8 - Pupil<br><br>• Percentage of high school graduates who are placed in the prepared level on<br><br>College and Career Indicator increased by 5.4%. |

## Strategies/Activities for Goal 1

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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 Math Department dedicated all collaboration time, a week of release time, and both full Professional development days to course alignment, and sharing of supplemental curriculum to support the new Eureka curriculum. | Hourly curric. dev. for 5 days with Alg. 1 teachers 1000-1999: Certificated Personnel Salaries Base 4000 | Hourly curric. dev. for Alg. 1 Teachers 1000-1999: Certificated Personnel Salaries Base 4000 |
| 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 used STAR data and grades to identify incoming 9th graders who needed support in Math and English and enrolled them in a Math and Lit Lab course, provided them a dedicated counselor, and provide more personalized services to these students most in need. | .8 GF Teachers 1000-1999: Certificated Personnel Salaries Base 80000 | .8 GF Teacher 80000 |
| SLHS will engage its English teachers in a selection process to select a new Common Core aligned textbook for the coming school year | SLHS selected Study Sync at end of 2017-18 and 18-19 was devoted to training and implementation. | Release time for teachers 1000-1999: Certificated Personnel Salaries Base 3000 | Trainer from Study Sync came to full day training on PD days with additional pull out days. 5000-5999: Services And Other Operating Expenditures Base 5000 |
| SLHS will better incorporate integrated ELD into its ELA and other content area classes. | SLHS continued to offer "b" approved English courses to ELD 4 and ELD 3 students and provided training to our staff in a faculty meeting. | Provide two day training to 16 teachers with high number of contacts with EL students. 1000-1999: Certificated Personnel Salaries Base 6400 | Provide two day training to 16 teachers with high number of contacts with EL students. 1000-1999: Certificated Personnel Salaries Base 6400 |
| 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 prioritized support of admin in the implementation of project based learning by having them pair up with a teacher to develop a bank of projects and develop a professional learning community to support the | Provide initial and booster PBL trainings for all teachers in social studies, science, English, world languages and languages. 1000-1999: Certificated Personnel Salaries Base 2000 | Provided ongoing PBL trainings for admin and teachers to learn best practices and attempt to create a bank of PBL projects 1000-1999: Certificated Personnel Salaries Base 3000 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | implementation of PBL projects at SLHS. | | |
| 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 continued to support technology integration and implementation of blended learning tools in order to improve differentiated instruction to meet the needs of all students. | Provide Promethean Board for all classrooms 6000-6999: Capital Outlay Bond Monies 150000 | Prometheon Boards provided in all classrooms 6000-6999: Capital Outlay 150000 |
| | | Maintain and replace as necessary to maintain a 1:1 ratio of Chromebooks in classrooms. 2000-2999: Classified Personnel Salaries Base 30000 | Chromebooks in all 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 | Maintained subscriptions to blended learning platforms. 4000-4999: Books And Supplies Base 150000 |
| 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 supported pathways by developing work-based learning and opportunities to earn college credit through articulation agreements and/or dual enrollment. (moved to Goal 2) | Hourly pay for teachers to develop new courses to complete the pathways 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 2000 | Hourly pay for Mr. Nava to develop new advanced manufacturing courses. 1000-1999: Certificated Personnel Salaries 1000 |
| | | Hourly pay for teachers to develop articulation agreements with Chabot and/or Laney College 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 2000 | Hourly pay for teachers to develop 12 articulation agreements. 1000-1999: Certificated Personnel Salaries 4000 |
| | | Hire work-based learning coordinator 2000-2999: Classified Personnel Salaries California Career Pathways Trust 20000 | Work-based learning coordinator 2000-2999: Classified Personnel Salaries 30000 |
| SLHS will continue to grow its Advanced Placement program by adding classes, identifying | SLHS will continued to grow Advanced Placement program by identifying and | Pay teachers to develop new AP courses with the purpose of attracting and | No new AP courses were developed - We concentrated in |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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 | encouraging students who may not have otherwise chosen to take an AP course to enroll in AP courses, training new AP Teachers, and purchasing materials for AP courses. | supporting the success of a greater diversity of students in the AP program 1000-1999: Certificated Personnel Salaries Base 700 | supporting teachers to implement changes in AP Curriculum (AP Studio Art) and AP Computers for 2019-2020. 1000-1999: Certificated Personnel Salaries Base 500 |
| | | Train teachers to teach AP courses 1000-1999: Certificated Personnel Salaries Base 3000 | Trained teachers to teach AP courses 1000-1999: Certificated Personnel Salaries Base 2500 |
| | | 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 | Purchased new textbooks for existing AP Courses. 4000-4999: Books And Supplies Base 40000 |
| After school and school day intervention | Supported after school and school day intervention. | Hire two teachers to provide after school intervention in the library three days per week. 1000-1999: Certificated Personnel Salaries Base 25000 | Hired 3 teachers to provide after school tutorial 3 days per week. 1000-1999: Certificated Personnel Salaries Base 20000 |
| | | Provide two sections of math lab and two sections of lit lab for 9th graders to support math and English skills. 1000-1999: Certificated Personnel Salaries Base 40000 | Provided two sections of math/lit lab. 1000-1999: Certificated Personnel Salaries Base 40000 |
| | | 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. 0 | Maintained redesign schedule to enable teachers to hold after school office hours 2 days per week. 0 |
| Support the development of equitable grading practices by providing Assessing Student Learning Accurately to an | Offered equitable grading training to 5 new teachers. | Teacher release time to attend trainings 1000-1999: Certificated Personnel Salaries Base 7000 | Teacher Release time 1000-1999: Certificated Personnel Salaries Base 1500 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| additional cohort of SLHS teachers. | | Pay trainer to provide workshops and consultations to teachers. 5800: Professional/Consulting Services And Operating Expenditures Base 20000 | Trainer and training materials 5800: Professional/Consulting Services And Operating Expenditures Base 2500 |
| 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. | Implemented NGSS sequence as noted. Instructional coach was funded out of district funds. | 50% of the time of a full time District funded Instructional Coach to support NGSS implementation and course development. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50000 | Centralized services to support programs at site. Instructional Coach to support implementation of NGSS. 0 |

## Analysis

Describe the overall implementation of the strategies/activities 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. After reviewing the data we decreased in the ares of Math and ELA with regards to proficiency levels.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, actions/services have been effective in achieving the articulated goal of implementing quality, standards-aligned instruction. As a site, we are working on specific learning strategies to help ensure student achievement and proficiency levels increase with close monitoring of site and district assessments as well as continuing to train teacher on Assessing Student Learning Accurately/Grading for Equity.

Explain any material differences between the Proposed 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 that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change made using site funds to provide release time for teacher to be trained in Grading for Equity as well as release time for teachers to voluntarily observe best practice in other classrooms.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 2

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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts, for pupils in grades 3-8 and 11, as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics, for pupils in grades 3-8 and 11, as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br>• AP passing rates for all students<br><br>LCFF Priority 5 - Pupil Engagement<br>• Graduation Rate Indicator is reported annual via the CA State Dashboard<br>• High School dropout rate<br>• Attendance rates<br><br>LCFF Priority 4, 7, & 8 | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board in the Spring of 2020<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and<br><br>student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student | LCFF Priority 3 - Parent Engagement<br>• Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board in the Spring of 2020<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic ELA status for all students and student groups declined by 15.2 points<br>• Academic ELA status for SPED students increased by 14.5 points<br>• Academic Math status for all students and student groups declined by 6.2 points<br>• English Learner Progress status Level 4 = 38.9%, Level 3 = 29%, Level 3 = 15.5%, Level 1 16.6%<br>• Increased the reclassification rate<br><br>LCFF Priority 5 - Pupil Engagement<br>• Graduation Rate Indicator status increased by 5.5%<br>• Maintained a high school dropout rate below the state average for all students.<br><br>LCFF Priority 4, 7, & 8 - Pupil<br>• Percentage of high school graduates who are placed in the prepared level on<br><br>College and Career Indicator increased by 5.4%. |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| • College and Career Indicator as reported on the CA State Dashboard | groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 4, 7, & 8 - Pupil<br><br>• Increase the percentage of high school graduates who are placed on the prepared level on<br><br>College and Career Indicator by 4% - 9% over the previous year. | |

## Strategies/Activities for Goal 2

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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 with 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. | Subscription to Naviance 5000-5999: Services And Other Operating Expenditures Base 20,000 | Access to California Colleges.edu 5700-5799: Transfers Of Direct Costs Base 20,000 |
| 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. | salary for 1.8 College and Career Readiness teachers 1000-1999: Certificated Personnel Salaries Base 160000<br><br>Get Focused Stay Focused textbooks 4000-4999: Books And Supplies California Career Pathways Trust 20,000 | salary for 1.8 College and Career Readiness teachers 1000-1999: Certificated Personnel Salaries Base 160,000<br><br>Get Focused Stay Focused textbooks 4000-4999: Books And Supplies 20,000 |
| Continue to support AVID program. | Continued to support AVID program. | .2 AVID Coordinator position 1000-1999: | .2 AVID Coordinator position 1000-1999: |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | Certificated Personnel Salaries Base 15,000 | Certificated Personnel Salaries Base 15,000 |
| | | AVID Summer Institute and ongoing PD throughout the year 1000-1999: Certificated Personnel Salaries Base 9,000 | AVID Summer Institute and ongoing PD throughout the year 1000-1999: Certificated Personnel Salaries Base 9,000 |
| Implement a SAT/ACT preparation program for students in grades 10th - 12th | Implemented a SAT/ACT preparation program for students in grades 10th - 12th | Free PSAT for all 10th and 11th grade students 0000: Unrestricted Base 14,130 | 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 | Free SAT for all 11th graders 0000: Unrestricted Base 10,000 |
| 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. | Fully staffed 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. | Full Time EAOP Coordinator paid for out of District College Readiness Block Grant 5000-5999: Services And Other Operating Expenditures Other 25000 | Full Time EAOP Coordinator paid for out of District College Readiness Block Grant 5000-5999: Services And Other Operating Expenditures Other 25,000 |
| | | Full Time College and Career Coordinator 0001-0999: Unrestricted: Locally Defined Locally Defined 42000 | Full Time College and Career Coordinator 0001-0999: Unrestricted: Locally Defined 42,000 |
| | | Career Pathway Coordinator 2000-2999: Classified Personnel Salaries Career Pathways Trust Grant 42000 | Career Pathway Coordinator 2000-2999: Classified Personnel Salaries 42,000 |
| | | Benefits for College and Career Coordinator and Career Pathway Grant Coordinator 3000-3999: Employee Benefits Other 16000 | Benefits for College and Career Coordinator and Career Pathway Grant Coordinator 3000-3999: Employee Benefits Other 16,000 |
| 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 | Developed 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 | hourly support to develop and coordinate data collection system 2000-2999: Classified Personnel Salaries Base 1,000 | Hourly support to develop and coordinate data collection system 2000-2999: Classified Personnel Salaries Base 1,000 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| get baseline data for site improvement. | get baseline data for site improvement. | | |
| Increase the reclassification rates of English Learners in order to ensure access to college going course programming | Increased the reclassification rates of English Learners in order to ensure access to college going course programming | 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 | 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 |
| | | Centralized services to support programs at the school site. Provide integrated ELD training to all staff during faculty meetings 0 | Centralized services to support programs at the school site. Provide integrated ELD training to all staff during faculty meetings 0 |
| Implement NGSS sequence for all 9th, 10th graders by providing dedicated collaboration time to curriculum development, and placing all students in Biology and Chemistry. | Implemented NGSS sequence for all 9th, 10th graders by providing dedicated collaboration time to curriculum development, and placing all students in Biology and Chemistry. | Centralized services to support programs at the school site. 0 | Centralized services to support programs at the school site. 0 |
| Support and enhance a robust Career Day which brings 80 outside professionals to present to all juniors and seniors. | Supported and enhance a robust Career Day which brings 80 outside professionals to present to all juniors and seniors. | Centralized services to support programs at the school site. 0 | Centralized services to support programs at the school site. 0 |
| 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) | Promoted and developed 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) | .2 of Biomedical Health Teacher 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 20000 | .2 of Biomedical Health Teacher 1000-1999: Certificated Personnel Salaries 20,000 |
| | | Public Service and Law Pathway Class Development 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 2000 | Public Service and Law Pathway Class Development 1000-1999: Certificated Personnel Salaries 2000 |
| | | Instructional Coach time and teacher release to write a submit a-g approved BioMedical Health classes - Medical | Instructional Coach time and teacher release to write a submit a-g approved BioMedical Health classes - Medical |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | Chemistry, Sports Medicine 1000-1999: Certificated Personnel Salaries Career Pathways Trust Grant 15000 | Chemistry, Sports Medicine 1000-1999: Certificated Personnel Salaries 15,000 |
| Continue to support our California Partnership Academy - The Business Academy | Continued to support our California Partnership Academy - The Business Academy | Centralized services to support programs at the school site. 0 | Centralized services to support programs at the school site. 0 |
| 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 | Decreased 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 | Centralized services to support programs at the school site. 0 | Centralized services to support programs at the school site. 0 |
| No longer require EL students to be in ELD 3 before taking a-g aligned science and social science courses. | EL students may enroll in a-g aligned science and social science courses with out being in ELD 3 . | Centralized services to support programs at the school site. 0 | Centralized services to support programs at the school site. 0 |
| Continue to use PSAT and STAR data to make recommendations for appropriate Honors and AP placements. | Continued to use PSAT and STAR data to make recommendations for appropriate Honors and AP placements. | Centralized services to support programs at the school site. 0 | Centralized services to support programs at the school site. 0 |
| San Leandro High School will focus and implement the following to support student needs and reduce suspensions and eliminate expulsions:<br>1. PBIS<br>2. Student recognition and incentives<br>3. SST process<br>4. Restorative Justice circles in and out of the classroom<br>5. Facilitated Family and student mediations<br>6 . Coordination of Services Team | San Leandro High School focussed and implemented the following to support student needs and reduce suspensions and eliminate expulsions:<br>1. PBIS<br>2. Student recognition and incentives<br>3. SST process<br>4. Restorative Justice circles in and out of the classroom<br>5. Facilitated Family and student mediations<br>6 . Coordination of Services Team | Two full time EBAC Mental Health Providers - one of whom serves as our COST Coordinator 5800: Professional/Consulting Services And Operating Expenditures 100000<br><br>Positive incentives for attendance, use of school ids etc. 0000: Unrestricted Base 2500 | Two full time EBAC Mental Health Providers - one of whom serves as our COST Coordinator 5800: Professional/Consulting Services And Operating Expenditures 100,000<br><br>Positive incentives for attendance, use of school ids etc. 0000: Unrestricted Base 2,500 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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 continued 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. | Centralized services to support programs at the school site. 0 | Centralized services to support programs at the school site. 0 |
| 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 engaged 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. | Centralized services to support programs at the school site. 0 | Centralized services to support programs at the school site. 0 |

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As part of the District's Strategic Plan Goal #2: Equity and Inclusion through College and Career Readiness we continued to 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. SLHS is continuing to add more "a-g" courses while reducing the number on non a-g courses. Continuing to allow English Language

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were effective, thus helping us achieve our goal in many of the identified actions and services.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures in some cases funding sources may change however our investment in funding the action remains the same.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No proposed changes are planned in this goal and we will continue to increase  our outcomes for each of our actions and services. Any changes will occur in connection to WASC recommendations.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 3

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

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br>• AP passing rates for all students<br><br>LCFF Priority 5 - Pupil Engagement<br>• Graduation Rate Indicator as reported on the CA State Dashboard<br>• High School dropout rate | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board in the Spring of 2020<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year.<br>• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student | LCFF Priority 3 - Parent Engagement<br>• Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board in the Spring of 2020<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic ELA status for all students and student groups declined by 15.2 points<br>• Academic ELA status for SPED students increased by 14.5 points<br>• Academic Math status for all students and student groups declined by 6.2 points<br>• English Learner Progress status Level 4 = 38.9%, Level 3 = 29%, Level 3 = 15.5%, Level 1 16.6%<br>• Increased the reclassification rate<br><br>LCFF Priority 5 - Pupil Engagement<br>• Graduation Rate Indicator status increased by 5.5%<br>• Maintained a high school dropout rate below the state average for all students.<br><br>LCFF Priority 6 - School Climate<br>• Suspension rate status declined by 0.7%.<br>• Maintained the district expulsion rate at or below the state average for all students and student |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| • Attendance rates<br><br>LCFF Priority 6 - School Climate<br>• SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard.<br>• Expulsion Rates for the district<br>• SLUSD administers the students survey, every other year and reports findings to the local<br><br>school board and the CA State Dashboard. | groups by 0.3% to 1% over the previous year<br><br>LCFF Priority 6 - School Climate<br>• Decrease the Suspension rate status by 0.3% to 2% from the previous year.<br>• Maintain the district expulsion rate at or below the state average for all students and student<br><br>groups.<br><br>• Maintain a high rating for Student Engagement and Supports and report findings from Student<br><br>Survey. | groups.<br><br>• Maintained a high rating for Student Engagement and Supports and report findings from Student<br><br>Survey. |

## Strategies/Activities for Goal 3

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Provide professional development and release teachers from the classroom to support their implementation of instructional initiatives. | Provided release and/or hourly curriculum development time for teachers for PB, grading for equity, and alg. 1 curriculum design. | Teacher release time 1000-1999: Certificated Personnel Salaries Base 10,000 | teacher release and/or hourly 1000-1999: Certificated Personnel Salaries Base 10000 |
| 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 to sheltered and clustered content classroom teachers. | teacher professional development on EL support 1000-1999: Certificated Personnel Salaries Base 6,000 | Teacher PD for EL support 1000-1999: Certificated Personnel Salaries Base 1000 |
| Host the annual Career Day, College Night for 6th-12th grade, and variety of College support events on site and at BLC | Hosted the annual Career Day, College Night for 6th-12th grade, and variety of College support events on site and at BLC | food for 50 college reps and 80 Career Day Professionals. 5000-5999: Services And Other Operating Expenditures Base 1000 | food for 50 college reps and 80 Career Day Professionals. 5000-5999: Services And Other Operating Expenditures Base 1000 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Maximize use of the 13 collaboration dates to support site and district initiatives while honoring department autonomy. | Allowed departments to design use of 13 collaboration dates with very little administrative oversight. | Centralized services to support programs at the school site.<br>Departments to design use of 13 collaboration dates<br>0 | Centralized services to support programs at the school site.<br>Departments to design use of 13 collaboration dates<br>0 |
| In anticipation of a 7 member WASC team's visit, engage in a thorough self-study with District, site, and community stakeholders with the expressed intention of creating a detailed action plan for improvement. | Prepared for and hosted a 7 member WASC team's visit, engaged in a thorough self-study with District, site, and community stakeholders with the expressed intention of creating a detailed action plan for improvement. | Budget for WASC Visit 5000-5999: Services And Other Operating Expenditures Base 6500 | budget for WASC Visit 5000-5999: Services And Other Operating Expenditures Base 6500 |
| Emphasize improved attendance by systemetizing our approach to SART and SARB and working collaboratively with the District Truancy Coordinator and Student Services. | Implemented systemitized SART and SARB process and worked collaboratively with the District Truancy Coordinator and Student Services. | Centralized services to support programs at the school site.<br>Implement and systematize SART and SARB process<br>0 | Centralized services to support programs at the school site.<br>Implement and systematize SART and SARB process<br>0 |

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

SLHS administration continues to believe in a culture of collaboration. This year, all stakeholders (District, Site Classified, Site Certificated, Families, Students) participated in the WASC Full Self Study process - collaborating to identify areas of strength and growth. We continue to support the District initiative in PBL implementation. This year, administrators participated in PBL Learning Walks and Bootcamps and individual teachers participated in collaborations with administrators to develop PBL projects. In this, the second year of our redesigned schedule, which includes 13 collaboration dates throughout the year, we continued to allow departments to have a lot of autonomy to decide how best to utilize their collaboration time. School Site Council included students from all academies, grade levels, and representing all parts of our school and their recommendations are well-represented in this year's SPSA.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We are in the second year of our redesign which includes more collaboration time, more time built in to support students after school, and an emphasis on PBL, and we supported a Full WASC Self-Study, resulting in a six year accreditation. We continue to have excessive absences and tardies however our more systemetized approach to SART and SARB allows us to intervene more effectively.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Most expenditures were as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Following a thorough WASC self-study, and hearing the reflections of family, students and staff - we recognize that the Spring Open House, in particular, requires a redesign in order to engage more stakeholders. Additionally, SLHS needs to continue to build our capacity by utilizing our staff as experts and fostering a culture of sharing best practices and open observation of our individual and collective expertise. We also plan to be more intentional around the use of collaboration time, asking Department Leaders to develop and share their plan for all 13 collaboration dates at an ILT retreat in August, identifying at least two dates devoted to development of PBL projects and 4 dates devoted to use of data to inform instruction.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 4

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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| LCFF Priority 3 - Parent Engagement<br>• The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.<br><br>LCFF Priority 4 - Pupil Academics<br>• Academic Indicator for English Language Arts as reported on the CA State Dashboard<br>• Academic Indicator for Mathematics as reported on the CA State Dashboard<br>• English Language Learner Progress Indicator as reported on the CA State Dashboard<br>• English Learner Reclassification rate is factored into the ELP Indicator for the state<br>• AP passing rates for all students<br><br>LCFF Priority 5 - Pupil Engagement | LCFF Priority 3 - Parent Engagement<br>• Maintain a variety of opportunities for parent engagement throughout the school year as<br><br>reported annually to the local school board in the Spring of 2020<br><br>LCFF Priority 4 - Pupil Academics<br>• Increase the Academic ELA status for all students and student groups by 7-20 points from the<br><br>previous year.<br><br>• Increase the Academic Math status for all students and student groups by 7-20 points from the<br><br>previous year.<br>• Increase the English Learner Progress status by 1.5% to 10% over the previous year.<br>• Increase the reclassification rate by 0.5% to 2% over the previous year.<br><br>LCFF Priority 5 - Pupil Engagement<br>• Increase the Graduation Rate status by 1% to 5% | LCFF Priority 3 - Parent Engagement<br>• Maintained a variety of opportunities for parent engagement throughout the school year as<br><br>reported annually to the local school board in the Spring of 2020<br><br>LCFF Priority 4 - Pupil Achievement<br>• Academic ELA status for all students and student groups declined by 15.2 points<br>• Academic ELA status for SPED students increased by 14.5 points<br>• Academic Math status for all students and student groups declined by 6.2 points<br>• English Learner Progress status Level 4 = 38.9%, Level 3 = 29%, Level 3 = 15.5%, Level 1 16.6%<br>• Increased the reclassification rate<br><br>LCFF Priority 5 - Pupil Engagement<br>• Graduation Rate Indicator status increased by 5.5%<br>• Maintained a high school dropout rate below the state average for all students.<br><br>LCFF Priority 4, 7, & 8 - Pupil |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| • Graduation Rate Indicator as reported on the CA State Dashboard<br>• High School dropout rate<br>• Attendance rates<br><br>LCFF Priority 4, 7, & 8<br><br>• College and Career Indicator as reported on the CA State Dashboard | over the previous year for all students and<br><br>student groups.<br>• Maintain a high school dropout rate below the state average for all students.<br>• Increase school district attendance rate for all students and student groups by 0.3% to 1% over<br><br>the previous year<br><br>LCFF Priority 4, 7, & 8<br><br>• Increase the percentage of high school graduates who are placed in the prepared level on<br><br>College and Career Indicator by 4% - 9% over the previous year. | • Percentage of high school graduates who are placed in the prepared level on<br><br>College and Career Indicator increased by 5.4%. |

## Strategies/Activities for Goal 4

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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 met toward meeting the objective 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. | Provide translations for parent meetings, community engagement, and written communication for families. Send out written and verbal communications in English, Spanish and Chinese. 5900: Communications Translation Budget 3,000 | Provide translations for parent meetings, community engagement, and written communication for families. Send out written and verbal communications in English, Spanish and Chinese. 5900: Communications 3,000 |
| | | College and Career Readiness Coordinator will provide parent education workshops on the college application process, accessing financial support, and how to be a supportive parent in accessing | Centralized services to support programs at the school site.College and Career Readiness Coordinator 0 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | post-secondary opportunities. *Funded by centralized district resources. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 | |
| | | Career Pathway Coordinator will 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 | Centralized services to support programs at the school site.Career Pathway Coordinator 2000-2999: Classified Personnel Salaries 0 |
| Partner with AC Transit to implement the Clipper Card Program for all students. | Partnered with AC Transit to implement the Clipper Card Program for all students. | AC Transit to implement the Clipper Card Program for all students. 0 | AC Transit to implement the Clipper Card Program for all students. |
| 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. | Partnered 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 | Hiring or work-based learning coordinator 2000-2999: Classified Personnel Salaries California Career Pathways Trust 30000 | Hiring or work-based learning coordinator 2000-2999: Classified Personnel Salaries 30,000 |

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No proposed changes are planned in this goal and we will continue to increase  our outcomes for each of our actions and services.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 5

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

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| LCFF Priority 1 - Basic Conditions<br>• Compliance with Williams facilities audits<br>• Monitor maintenance requests and the average time to complete requests by categories. | LCFF Priority 1 - Basic Conditions<br>• Maintain 100% positive reporting on all Williams and<br>local facilities audit for cleanliness and supplies.<br>• Decrease the average completion rate times by 1% to 5% over the previous year. | LCFF Priority 1 - Basic Conditions<br>• Maintained 100% positive reporting on all Williams and<br>local facilities audit for cleanliness and supplies.<br>• Decreased the average completion rate times by 1% to 5% over the previous year. |

## Strategies/Activities for Goal 5

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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 ensure that all facilities and grounds stay clean and maintained. With the continued support of our District Maintenance and Operations repairing and maintaining the school facilities on a consistent basis was evident. | Provide additional custodial supplies to ensure high standards of cleanness and ongoing maintenance on the SLHS campus 0000: Unrestricted Base 5,000 | Provide additional custodial supplies to ensure high standards of cleanness and ongoing maintenance on the SLHS campus 0000: Unrestricted Base 5000 |
| | | Purchase furniture that supports the day to day classroom instruction and student needs through the school year. 0000: Unrestricted Base 14,000.00 | Purchase furniture that supports the day to day classroom instruction and student needs through the school year. 0000: Unrestricted Base 14000 |
| Provide ongoing maintenance and support in order to maintain a 1:1 ratio of computers. | Provided ongoing maintenance and support in order to maintain a 1:1 ratio of computers. | Hire IT Assistant 2000-2999: Classified Personnel Salaries Base 20000 | Hired IT Assistant 2000-2999: Classified Personnel Salaries Base 20000 |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Provide Promethean boards for all classrooms and training for teachers. | Promethean boards for all classrooms and training for teachers. | Salary for trainer and technician 2000-2999: Classified Personnel Salaries Base 20000 | District provided support - no site funds needed 2000-2999: Classified Personnel Salaries |
| | | Purchase of Promethean Boards 6000-6999: Capital Outlay Bond Monies 150000 | Promethean Boards purchased in 17-18 |
| Purchase portable air conditioners to address climate needs in hottest classrooms | Purchased portable air conditioners to address climate needs in hottest classrooms and engaged maintenance to install them properly. In addition, District bond monies were utilized to begin installation of new HVAC system in Spring 2019. | Purchase 10 air conditioners 6000-6999: Capital Outlay Base 6000 | Purchased 10 air conditioners 6000-6999: Capital Outlay Base 6000 |

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

With the help of district maintenance and technology, SLHS to support the 1:1 Chromebooks, Promethean boards, as well as site maintenance.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With the help of district maintenance and technology, SLHS to support the 1:1 Chromebooks, Promethean boards, as well as site maintenance. We provided 10 portable air conditioners in our hottest classrooms as we awaited the District installation of new HVAC systems.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No proposed changes are planned in this goal and we will continue to increase our outcomes for each of our actions and services.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | N/A |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 1,637,022.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| Base | 552,950.00 | 0.00 |
| Other | 342,000.00 | 0.00 |
| LCFF - Supplemental | 10,000 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| | 0.00 |
| Base | 552,950.00 |
| California Career Pathways Trust | 42,000.00 |
| California Partnership Academies | 45,000.00 |
| Career Pathways Trust Grant | 422,000.00 |
| Carl D. Perkins Career and Technical Education | 118,972.00 |
| LCFF - Supplemental | 10,000.00 |
| None Specified | 40,000.00 |
| Other | 342,000.00 |
| Supplemental and Concentration | 57,000.00 |
| Translation Budget | 7,100.00 |

# 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:

School Principal

Classroom Teachers

| Name of Members | Role |
|---|---|
| Ronald Richardson, Ed.D | Principal |
| Reginald Richardson, Ed.D | Principal |
| Wanda Armstrong | Other School Staff |
| | Classroom Teacher |
| Rebecca Wildman | Classroom Teacher |
| | Parent or Community Member |
| | Parent or Community Member |
| Melinda Bradford | Parent or Community Member |
| Veotis Latchison | Secondary Student |
| Victoria Cobos | Secondary Student |

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|---|---|

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.

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.

This SPSA was adopted by the SSC at a public meeting on 05/24/2109.

Attested:



Principal, Reginald Richardson, Ed.D & Ronald Richardson, Ed.D. on 05/24/2019



SSC Chairperson, Susana Cervantes-Rojas & Elisa Alverez on 05/24/2019