School Year: **2020-2021**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Leandro High School	01-61291-0137588	December 3, 2020	December 15, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, students and parents are actively involved in the process to ensure all voices are heard and included. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning. In addition, SLHS's School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of San Leandro Unified School District. The plan supports student outcomes and overall performance in connection with theDistrict’s Local Control and Accountability Plan and in alignment with the Five District Goals supporting the expectation that all students will be in school and meet the SLUSD Graduate Profile.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Based on the needs assessment and goals found in the LCAP, SLHS will utilize federal funds to supplement base funding in accordance with the purpose and goals of each specific goal for student outcomes in ELA an Math as as increasing our graduation rate. In addition, SLHS will use federal funds outlined in our School Plan for Student Achievement to purchase supplemental materials to

ensure that San Leandro High School effectively meeting the (ESSA) requirements as it pertains to the areas of need and growth identified in the California Dashboard.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

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. It was posted on our school website and shared with the School Site Council, United Parents, and ELAC Committee members. The teacher survey was implemented through department meetings and discussed at the Instructional Leadership Team (ILT) meetings that included administrators, department chairs, and Academy coordinators. Moving forward into the 2019-2020 school year we conducted two community LCAP meetings for all stakeholders to give input on the areas we are doing well in as well as the areas of growth and need.

Here at SLHS Families feel their student(s) are safe at school and that SLHS has a very strong/positive school culture and climate. The surveys also indicated that every stakeholder group recognized not only that SLHS is incredibly diverse learning community but that it is one of our greatest strengths. We also participated in the California Healthy Kids Survey and found that while students feel safe at school they would like more opportunities to have a say in their academic experience.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Based on the classroom visitations conducted by site leadership, we observed the following:

- In most classrooms, teacher implemented whole class direct instruction
- More teachers are implementing more Project Based Learning activities across departments/disciplines
- In many classrooms, student discourse is limited to teacher to student and student to teacher responses
- In some classrooms, innovator teachers implement Project Based Learning strategies that enable students to engage in student discourse and problem solving that is relevant to the standards-based lesson
- In our Literacy Lab and Math Lab courses Compass Learning was implemented to address, monitor, and support students' specific learning needs in the areas of English language arts and mathematics
- More than half of our teaching staff use technology (chromebooks) in the classroom to enhance student engagement and learning in various ways (i.e. research based projects, writing process, essays, PBL, Discovery Education, Compass Learning etc...)

- It is evident that many classrooms on the Main campus need updated student furniture to enable teachers to organize flexible grouping and facilitate student discourse that address 21 Century learning skills within the Common Core curriculum at SLHS.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of state and local assessments to modify instruction and improve student achievement (ESEA), teachers are collaborating more routinely and using results from formative and summative assessments to inform instruction. SLHS staff are working towards developing more efficient and collaborative ways to review overall results and examine strand results to inform lesson planning, response to interventions and assessments. Many departments are accelerating their use of Illuminate and student data in the database to inform instruction. One of our goals is to continue to develop Essential Standards for all courses in all departments, implement the use of the common assessments and develop an intervention system based on students proficiency levels. The end goal is to ensure all students are moving towards proficiency and mastery of the content standards as well as our SLHH/SLUSD Graduate Profile.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Departments are evaluating their ability to make use of Common Assessments for the purpose of evaluating student achievement and teaching practices. Teachers regularly formative assessment data in the classroom to modify instruction.Through the WASC process, SLHS Staff evaluated a number of data points to establish the school's learner needs. Their is a need to continue to monitor and use of district provided benchmark informative assessments to progress monitor growth.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The SLHS School staff meets the criterion of highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are appropriately credentialed and have access to instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff Development has been based on district and site alignment and staff needs. We have had training on Grading for Equity, Project Based Learning (PBL), Co-Teaching Model (Lead and Support) and many topic specific workshops based on staff request for targeted training. Staff has participated in subject specific professional development. All staff participated in Project Based Learning. This has
led to implementation of a Response to assessing student learning accurately.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

SLHS has content experts, support from secondary curriculum district coaches and district leaders for (English, EL, Math, Science, PBL and Grading for Equity)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

SLHS is continuing to work on building a strong culture of teacher collaboration. Teachers participate in weekly collaboration by department, grade level
and programming. There are multiple Collaborative Teams that work to align and advance curriculum and its delivery.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction and materials are well aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

San Leandro High School complies with state regulations and instructional minutes requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule is developed with intervention courses, as well as courses serving the needs of English Learners and Special
Education, as priorities.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials provide access to the standards, at appropriate levels for all learners.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials provide access to the standards, at appropriate levels for all learners.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

SLHS created Math Lab Intervention classes in our Master Schedule to support students in Algebra.

Evidence-based educational practices to raise student achievement

Our WASC process identified supporting students who are not yet proficient and above in ELA/Math students developed the Action Plan
accordingly.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are involved in several leadership initiatives, both at the site and at the district level. Parent members of the School Site
Council/ELAC participate in school wide decision-making.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

San Leandro High School has a School Site Council/ELAC that supports the planning, implementation and evaluation of school
programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

math support services

Fiscal support (EPC)

Grants, donations, district funds, LCFF

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. During the 2019-2020 school year SLHS held LCAP community engagement meetings with district leaders to get parent and student input for or needs assessment for our District/Site Strategic Plan. Bridging the communication divide when school facilities closed in March 2020 has been ongoing work that continues into the 2020-21 school year. The feedback processes and channels that were established during the spring have greatly informed the current distance learning plan that is in effect for this school year. ELACs, SSC and staff were part of planning process.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.19%	0.19%	0.11%	5	5	3
African American	15.62%	15.16%	14.75%	415	402	400
Asian	17.09%	16.78%	15.46%	454	445	419
Filipino	8.39%	8.71%	8.59%	223	231	233
Hispanic/Latino	45.88%	46.27%	47.4%	1219	1,227	1,285
Pacific Islander	1.17%	1.06%	1.51%	31	28	41
White	8.24%	8.11%	7.75%	219	215	210
Multiple/No Response	0.38%	0.53%	3.58%	10	14	23
			Total Enrollment	2657	2,652	2,711

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 8	1		
Grade 9	647	722	717
Grade 10	676	669	744
Grade 11	652	599	612
Grade 12	681	662	638
Total Enrollment	2,657	2,652	2,711

Conclusions based on this data:

1. Data shows that SLHS has a very diverse population.
2. Data shows that Latinos are our highest demographic at 47%
3. Data shows that our diverse demographic population has stayed consistent over the past 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	491	536	531	18.5%	20.2%	19.6%
Fluent English Proficient (FEP)	1023	979	995	38.5%	36.9%	36.7%
Reclassified Fluent English Proficient (RFEP)	4	8	45	0.9%	1.6%	8.4%

Conclusions based on this data:

1. The data shows that our total English Learner population has maintained at about 20% of our population between 17-18 academic year and the 19-20 academic year
2. The number of RFEP students has increased from 4 in 17-18 to 45 in the 19-20 school year, a 7% jump
3. The percentage of Fluent English Proficient students has decreased by 2% from the 17-28 academic year

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	649	621	588	618	597	578	618	597	578	95.2	96.1	98.3
All	649	621	588	618	597	578	618	597	578	95.2	96.1	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2591.	2575.	2590.	23.30	19.93	20.76	31.72	29.48	36.51	24.27	27.30	22.32	20.71	23.28	20.42
All Grades	N/A	N/A	N/A	23.30	19.93	20.76	31.72	29.48	36.51	24.27	27.30	22.32	20.71	23.28	20.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.20	24.16	26.30	48.30	50.67	46.89	23.50	25.17	26.82
All Grades	28.20	24.16	26.30	48.30	50.67	46.89	23.50	25.17	26.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.04	26.39	32.18	41.82	45.38	46.37	24.15	28.24	21.45
All Grades	34.04	26.39	32.18	41.82	45.38	46.37	24.15	28.24	21.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	21.07	17.79	21.11	63.70	61.24	66.09	15.24	20.97	12.80
All Grades	21.07	17.79	21.11	63.70	61.24	66.09	15.24	20.97	12.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.39	28.36	29.07	49.11	49.50	52.77	17.50	22.15	18.17
All Grades	33.39	28.36	29.07	49.11	49.50	52.77	17.50	22.15	18.17

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	647	621	585	622	603	575	620	602	575	96.1	97.1	98.3
All	647	621	585	622	603	575	620	602	575	96.1	97.1	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2536.	2530.	2522.	7.90	7.48	4.00	14.19	13.46	15.48	23.87	24.09	22.26	54.03	54.98	58.26
All Grades	N/A	N/A	N/A	7.90	7.48	4.00	14.19	13.46	15.48	23.87	24.09	22.26	54.03	54.98	58.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	13.73	12.62	9.91	25.04	22.92	23.13	61.23	64.45	66.96
All Grades	13.73	12.62	9.91	25.04	22.92	23.13	61.23	64.45	66.96

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.53	11.13	6.96	40.23	38.87	44.35	50.24	50.00	48.70
All Grades	9.53	11.13	6.96	40.23	38.87	44.35	50.24	50.00	48.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.00	12.46	8.52	61.13	52.66	55.30	28.87	34.88	36.17
All Grades	10.00	12.46	8.52	61.13	52.66	55.30	28.87	34.88	36.17

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1549.3	1530.1	1548.5	1531.8	1549.5	1527.9	117	139
Grade 10	1564.0	1534.6	1564.3	1537.5	1563.2	1531.2	131	126
Grade 11	1563.0	1540.3	1556.5	1535.0	1568.9	1545.1	106	105
Grade 12	1539.4	1485.9	1524.5	1473.7	1553.8	1497.7	98	127
All Grades							452	497

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	37.61	22.30	28.21	26.62	19.66	33.09	14.53	17.99	117	139
10	45.04	36.51	29.01	22.22	13.74	14.29	12.21	26.98	131	126
11	40.57	20.00	27.36	27.62	10.38	32.38	21.70	20.00	106	105
12	30.61	20.47	31.63	18.90	18.37	20.47	19.39	40.16	98	127
All Grades	38.94	24.95	28.98	23.74	15.49	24.95	16.59	26.36	452	497

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	51.28	30.22	23.08	33.81	16.24	20.14	9.40	15.83	117	139
10	59.54	44.44	20.61	16.67	10.69	11.11	9.16	27.78	131	126
11	60.38	29.52	12.26	31.43	13.21	20.95	14.15	18.10	106	105
12	46.94	22.05	24.49	24.41	16.33	16.54	12.24	37.01	98	127
All Grades	54.87	31.59	20.13	26.56	13.94	17.10	11.06	24.75	452	497

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	44.44	7.91	32.48	66.91	23.08	25.18	117	139
10	52.67	14.29	32.06	55.56	15.27	30.16	131	126
11	42.45	5.71	38.68	51.43	18.87	42.86	106	105
12	32.65	4.72	46.94	44.09	20.41	51.18	98	127
All Grades	43.81	8.25	36.95	54.93	19.25	36.82	452	497

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	62.39	71.94	28.21	15.11	9.40	12.95	117	139
10	64.12	65.08	26.72	9.52	9.16	25.40	131	126
11	66.04	66.67	21.70	14.29	12.26	19.05	106	105
12	62.24	51.18	25.51	13.39	12.24	35.43	98	127
All Grades	63.72	63.78	25.66	13.08	10.62	23.14	452	497

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	23.93	14.39	38.46	51.08	37.61	34.53	117	139
10	31.30	19.84	41.98	48.41	26.72	31.75	131	126
11	18.87	11.43	48.11	48.57	33.02	40.00	106	105
12	16.33	18.90	37.76	34.65	45.92	46.46	98	127
All Grades	23.23	16.30	41.59	45.67	35.18	38.03	452	497

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	24.79	10.07	61.54	66.19	13.68	23.74	117	139
10	24.43	11.11	64.12	64.29	11.45	24.60	131	126
11	32.08	9.52	50.94	74.29	16.98	16.19	106	105
12	32.65	9.45	54.08	59.06	13.27	31.50	98	127
All Grades	28.10	10.06	58.19	65.59	13.72	24.35	452	497

Conclusions based on this data:

1. ELPAC levels decreased from previous years

2. EL's increased levels in the somewhat moderately levels.

3. In 18-19, 497 students were tested on the ELPAC.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2652	**61.5**	**20.2**	**0.3**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	536	20.2
Foster Youth	7	0.3
Homeless	36	1.4
Socioeconomically Disadvantaged	1630	61.5
Students with Disabilities	372	14.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	402	15.2
American Indian	5	0.2
Asian	445	16.8
Filipino	231	8.7
Hispanic	1227	46.3
Two or More Races	85	3.2
Pacific Islander	28	1.1
White	215	8.1

Conclusions based on this data:

1. Total enrollment is 2,652 in 2018-2019
2. English Learners are 20.2% of student population
3. SLHS has 61.5% of socioeconomically disadvantaged

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Graduation Rate**  Yellow	**Suspension Rate**  Yellow
Mathematics  Orange		
College/Career  Green		

Conclusions based on this data:

1. Our English Language Arts Indicator shows we are in the GREEN, while our Mathematics Indicator shows we are in the Orange.
2. Our Graduation and suspension Rate has shifted to Yellow.
3. Our College/Career Indicator shows we are in the 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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	2	1

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Orange	 No Performance Color
12.3 points above standard	64.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++16.3 points	Increased ++13.9 points	1
560	110	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Red
97.6 points below standard	4.7 points below standard	100.2 points below standard
Declined Significantly -17.4 points	Increased Significantly ++16.2 points	Declined -4.3 points
13	353	80

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow	 No Performance Color	 Blue	 Green
35 points below standard	0 Students	60.7 points above standard	33.5 points above standard
Increased Significantly ++31.4 points		Increased Significantly ++18.8 points	Increased ++4.8 points
90		96	57
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 Green
0.6 points below standard	80.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	30.7 points above standard
Increased Significantly ++16.2 points	Increased Significantly ++37.5 points		Maintained ++1.2 points
244	16	7	47

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.7 points below standard	43.6 points above standard	8.3 points above standard
Declined -4.6 points	22	Increased Significantly ++23.1 points
88		225

Conclusions based on this data:

1. ELA Indicator for English Learners shows that overall they were 64.6 points below standard and did not met standard in ELA-(Red and Orange).
   ELA Indicator for Students with Disabilities decreased -4.3 points overall and they were 100.2 points below standard and did not met standard in ELA-(Red).

2. ELA Indicator for African Americans shows that overall African American students increases 31.4 points, but overall 35 points below standards and did not met standard in ELA-(Yellow)
   ELA Indicator for LatinX shows that overall Latinx students increases 16.2 points, but overall 0.6 points below standards and did not met standard in ELA-(Yellow)

3. ELA Indicator for our Asian, Filipino, and White students shows they are all above standards, which suggest their is a disparity between the above sub groups.

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.

2019 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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
102.5 points below standard	154.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.1 points	Declined Significantly -15.7 points	1
558	109	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
176.7 points below standard	112.8 points below standard	201.8 points below standard
Declined Significantly -16.2 points	Declined -4.5 points	Declined Significantly -15.2 points
13	352	79

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange		 Yellow	 Orange
138.8 points below standard		26.4 points below standard	76.1 points below standard
Increased Significantly ++15.9 points		Declined -3.5 points	Declined -4.6 points
90		96	57
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 No Performance Color	 No Performance Color	 Orange
126.2 points below standard	42.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	106.7 points below standard
Declined -7.8 points	Declined -3.2 points	7	Declined Significantly -32.5 points
242	16		47

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
173.5 points below standard	78 points below standard	111.2 points below standard
Declined Significantly -25.1 points	22	Maintained ++2.8 points
87		225

Conclusions based on this data:

1. Math Indicator for English Learners shows a decline of 15.7 points and were 154.2 points below standard and did not met standard in Math - (Red).
   Math Indicator for Students with Disabilities a decline 15.2 points overall and they were 200.8 points below standard and did not met standard in ELA-(Red).

2. Math Indicator for our Socioeconomically Disadvantaged students shows that overall there was a decline of 4.5 points and were 112.8 points below standards and did not met standard in ELA-(Orange)

3. Math Indicator for our African American, LatinX, Asian, Filipino, and White shows a decline in points and all subgroups show that they are all performing below standard and did not met standard in Math -
   (Red) LatinX
   (Orange) African American, Filipino, and White
   (Yellow) Asian

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
49.3 making progress towards English language proficiency
Number of EL Students: 414
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.4	27.2	13.5	35.7

Conclusions based on this data:

1. The overall ELPAC levels show that we have a fairly equal distribution of ELs at the different levels. This distribution changed between 17-18 school year and the 18-19 school year, and we attribute this change to a few factors that include adjustments to the ELPAC test, and student preparation to meet these new reclassification standards.
2. We see the biggest negative change in the Listening Domain, and less significant change in the other domains.
3. The general trend we see in all the domains is that there are more students in the Somewhat/Moderately and Beginning Levels and less students meeting the expectations for Well Developed.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 No Performance Color	 No Performance Color
50.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +10.6	0 Students	0 Students
637		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
39.9 **Prepared**	40.1 **Prepared**	50.7 **Prepared**
22.8 **Approaching Prepared**	22.7 **Approaching Prepared**	17.6 **Approaching Prepared**
37.3 **Not Prepared**	37.2 **Not Prepared**	31.7 **Not Prepared**

Conclusions based on this data:

1. College/Career Indicator shows that the following subgroups increased points and where placed in Green: African American, White, LatinX, and Social Economically Disadvantage
   College/Career Indicator shows that the following subgroup increased points and where placed in Blue: Asian
2. College/Career Indicator shows that the following subgroup increased points and where placed in Yellow: English Leaners and Socioeconomically Disadvantaged students
3. College/Career Indicator shows that over that past two years our data shows that we increased by 10.6 percent. (40.1% prepared - 50.7% prepared)

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	2	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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Orange	No Performance Color
92.3	75.5	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.1	Declined -5.6	4
645	139	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Yellow	Orange
76.5	90.7	83.7
Declined -8.2	Declined -3.3	Declined -5.4
17	451	92

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Blue	No Performance Color	Green	Blue
96.2	Less than 11 Students - Data Not Displayed for Privacy	94.2	96.2
Increased +2.8	2	Increased +2.5	Increased +1.2
106		121	52
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	No Performance Color	No Performance Color	Green
89.6	88.2	Less than 11 Students - Data Not Displayed for Privacy	94.8
Declined Significantly -5.5	Declined -11.8	3	Maintained +0.7
280	17		58

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.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
94.3	92.3

Conclusions based on this data:

1. The Academic Engagement Graduation Rate Indicator shows that the following subgroups had an increase in their graduation rate: African Americans had 2.8% Increase to 96.2%. Asian Americans had an 2.5% Increase to 94.2% and Filipino sub group had an 1.2% increase at 99.2%. White maintained at 94.8%
2. The Academic Engagement Graduation Rate Indicator shows that the following subgroups had a decrease in their graduation rate: Hispanic/Latin X declined by 5.5%, Social Economically Disadvantage declined 3.3%, English Language Learners declined 5.6%, and Students with Disabilities declined 5.4%.
3. SLHS recognizes that subgroups that had a declined in the above indicator need specialized intervention staring in the 9th grade.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	3	2	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
6.4	7.3	9.1
Declined -0.8	Declined -0.8	Declined -5.2
2779	574	11

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Yellow	 Red
15.4	7.1	10.9
Declined -1	Declined -0.8	Increased +0.6
52	1719	396

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow	 No Performance Color	 Green	 Orange
13.1	Less than 11 Students - Data 6	1.5	3.3
Declined Significantly -3.5		Declined -1.1	Increased +0.3
420		454	239
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 Orange	 No Performance Color	 Green
6.7	8.5	14.8	3.1
Maintained 0	Increased +0.6	Declined -2.3	Declined -0.5
1288	117	27	228

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	7.2	6.4

Conclusions based on this data:

1. Overall there was a decline in Suspensions for all students, only 6.4 of students were suspended from school. The following subgroups had a decline in suspensions: Homeless, Socioeconomically Disadvantaged, English Learners
2. The following subgroups had a decline in suspensions: African American, Asian, White.
3. The following subgroups had an increase in suspensions: Filipino, Students with Disabilities

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement, Access & Equity

LEA/LCAP Goal

Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

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.

Identified Need

Responding to the academic and social emotional needs of SLHS students by developing an academic program that accelerates students learning through Distance and in Person Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All subgroups

Strategy/Activity

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.
Provide Tutoring and Study Hall for students afterschool who need support in math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
120000	Other 1000-1999: Certificated Personnel Salaries Grant funding from 2018-19 to support improvement in Math
10000	Base 1000-1999: Certificated Personnel Salaries Release time for math teachers as needed
2500	Base 5000-5999: Services And Other Operating Expenditures Conference attendance for selected math teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who require more intensive interventions in Math

Strategy/Activity

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

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 will be given access to an after school tutorial program with a focus on math and science.
Pilot an Algebra Readiness course for a small cohort of incoming 9th graders who require intensive intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
90000	Base 1000-1999: Certificated Personnel Salaries .8 math teacher salary for Intensive Algebra Pilot course and 3 sections of Math Lab
13000	Base 1000-1999: Certificated Personnel Salaries 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.
10000	Base 1000-1999: Certificated Personnel Salaries 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
3000	Base 5800: Professional/Consulting Services And Operating Expenditures Conference attendance and/or training for Math teachers to support stronger instructional practices.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL and SPED students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Base 5800: Professional/Consulting Services And Operating Expenditures Professional training provided by publisher and coordinated to district personnel
3000	Base 5800: Professional/Consulting Services And Operating Expenditures Co-Teaching training

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

SLHS will provide integrated ELD into its ELA and other content area classes and provide designated ELD. SLHS will identify those students who have not met minimum growth targets and prioritize intervention for academic and language proficiency achievement with a particular focus on our English Language Learners (ELLs). Ensure that English Language Development (ELD) instruction is occurring daily. Increase time of our para educators has been provided during this virtual learning. (District funds) English Language Paraprofessionals continue to support EL students. Paras, alongside the teachers, support the delivery of and designated and integrated ELD in a virtual capacity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Base 1000-1999: Certificated Personnel Salaries Offer training to remainder of SLHS teachers at district-wide PD days
0	District Funded 0000: Unrestricted Add of 1.0 FTE para educator

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
80000	Base 4000-4999: Books And Supplies Site and District funds devoted to subscriptions to blended learning platforms, such as NewsELA, Google Classroom, Renaissance Learning, and Imagine Learning.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Base 1000-1999: Certificated Personnel Salaries .2 release for certificated teacher (in lieu of the former AVID coordinator)
2000	Base 1000-1999: Certificated Personnel Salaries Hourly pay for teachers to develop articulation agreements with Chabot and/or Laney College
40000	None Specified 2000-2999: Classified Personnel Salaries Hire work-based learning coordinator

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Base 5000-5999: Services And Other Operating Expenditures AP Summer Training

5000	Base 4000-4999: Books And Supplies AP Supplementary materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

After school and school day intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	Base 1000-1999: Certificated Personnel Salaries Hire two teachers to provide after school intervention in the library three days per week.
0	Centralized services to support programs at the school site. 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

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Base

	1000-1999: Certificated Personnel Salaries release time and instructional coach time to train
3000	Base 5800: Professional/Consulting Services And Operating Expenditures Instructional materials or equitable grading training

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000	General Fund 4000-4999: Books And Supplies New texts and supplemental materials to support NGSS implementation
0	Centralized services to support programs at the school site. Instructional Coach support and Teacher collaboration time to continue building NGSS Curriculum

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness 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. SLHS and District Admin/Coaches Supported math instructors with effective, research-based teaching practices supporting Tier I differentiation. We Provide District level Math Coordinator to support instruction, curriculum design, and grade level coordination. We continue to support teachers in implementation of equitable grading practices through additional training and opportunity to learn more in collaboration. SLHS has embedded Algebra 1 Credit Recovery Program for Students who who received a grade lower than a D. In addition, SLHS Math Department holds tutorial as well as study hall afterschool for all scholars who need support in math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

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.

Identified Need

Responding to the academic and social emotional needs of SLHS students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8 and 11, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8 and 11, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator is reported annual via the CA State Dashboard • High School dropout rate • Attendance rates LCFF Priority 4, 7, & 8 • College and Career Indicator as reported on the CA State Dashboard	previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 - Pupil • Increase the percentage of high school graduates who	previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8 - Pupil • Increase the percentage of high school graduates who

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	are placed on the prepared level on College and Career Indicator by 4% - 9% over the previous year.	are placed on the prepared level on College and Career Indicator by 4% - 9% over the previous year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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."

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200000	Base 1000-1999: Certificated Personnel Salaries salary for 2.0 College and Career Readiness Teachers.
2500	Base 5000-5999: Services And Other Operating Expenditures professional development for College and Career Teachers with emphasis on training new teachers
20000	Base 1000-1999: Certificated Personnel Salaries .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

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	Base 4000-4999: Books And Supplies Seal of Biliteracy recognition - graduation stoles, certficates and other recognitions

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PSAT for all 10th and 11th graders and SAT for all 11th graders for students where safe to offer in person testing.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Free PSAT for all 10th and 11th graders - College Readiness Block Grant
0	Other 5000-5999: Services And Other Operating Expenditures Free School Day SAT with Essay or all 11th graders

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000	Other 5000-5999: Services And Other Operating Expenditures Full-time EAOP Coordinator out of District College Readiness Block Grant
42000	District Funded 2000-2999: Classified Personnel Salaries

	Full-Time College and Career Coordinator
420000	Other 2000-2999: Classified Personnel Salaries Career Pathway Coordinator - District Funding
16000	Other 3000-3999: Employee Benefits Benefits for College and Career Coordinator and Career Pathway Coordinator

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Base 2000-2999: Classified Personnel Salaries hourly time to follow up with 1st year graduates

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	Base 1000-1999: Certificated Personnel Salaries .2 ELD Coordinator

1500	Base 5000-5999: Services And Other Operating Expenditures Provide integrated ELD training to all staff during faculty meetings and district-wide professional development days

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement NGSS sequence for all 9th, 10th, and 11th graders by providing dedicated collaboration time for curriculum development with a focus on alignment between teachers, developing common assessments, and cycles of inquiry to study student learning and how to improve student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Base 4000-4999: Books And Supplies Books and supplies for NGSS courses

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Other 5000-5999: Services And Other Operating Expenditures Collaboration with San Leandro Chamber of Commerce and African American Business Council who donated time and lunches.

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Centralized services to support programs at the school site.

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Qualifying students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Qualifying Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

San Leandro High School will focus and implement the following to support student needs and reduce suspensions and eliminate expulsions:
1. PBIS/School Culture & Climate Committee
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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100000	Other 5800: Professional/Consulting Services And Operating Expenditures Three full time EBAC Mental Health Providers
2500	Base 0000: Unrestricted Positive incentives for attendance, use of school ids etc.

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All, particularly those at most risk

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized services to support programs at the school site. Continue to collaborate with Director of Intervention and Prevention Services and our District Truancy Coordinator to develop a more efficient SARB/SART process.
0	Centralized services to support programs at the school site. 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

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with IEPs

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Base 4000-4999: Books And Supplies Better utilize spaces to open a larger dedicated space for our School Psychology Team

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness 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 Learners more access to A-G courses and elective classes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

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.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Collaborative and Engaged District Culture

LEA/LCAP Goal

All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Goal 3

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

Identified Need

Responding to the academic and social emotional needs of SLHS students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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%. LCFF Priority 4 - Pupil Academics	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator as reported on the CA State Dashboard • High School dropout rate • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Base 1000-1999: Certificated Personnel Salaries 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

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Base 1000-1999: Certificated Personnel Salaries Incorporate ELD training into faculty meetings and District-wide professional development days

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Base 1000-1999: Certificated Personnel Salaries "Mentor" teachers - to support and acclimate new teachers to our systems - hourly pay for new teacher retreat.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

0	Centralized services to support programs at the school site.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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 UnitedParents, School Culture and Climate Committee, 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.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

San Leandro High School has implemented a virtual Principal Connection every other Thursday, and every Friday to give parent/families and opportunity to check in with the Co-Principals and/or administrative Team to provide and give feedback/input and to discuss concerns they may be surfacing. SLHS also holds a virtual Parent and Community Engagement Forum once a month so we can 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 while providing multiple platforms and opportunities for families to give input and connect.

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.

There were no changes to this goal and or differences between proposed expenditures and actual expenditures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family and Community Involvement

LEA/LCAP Goal

SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students

Goal 4

San Leandro High School will continue to actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students. In addition, San Leandro High School believes that the developmental needs of our students are central to every aspect of the operations of our learning environment and that interactions with our stakeholders must be governed by our core values—integrity, responsibility, innovation, excellence, and professionalism. The emergence of our United Parents, Student Council (SSC), English Language Learner Committer (ELAC) with associated subcommittees 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.

Identified Need

Responding to the academic and social emotional needs of SLHS students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • 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	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state • AP passing rates for all students LCFF Priority 5 - Pupil Engagement • Graduation Rate Indicator as reported on the CA State Dashboard • High School dropout rate • Attendance rates LCFF Priority 4, 7, & 8 • College and Career Indicator as reported on the CA State Dashboard	groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8	groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. • Increase AP exam passing score rate by 2% to 5% over the previous year. LCFF Priority 5 - Pupil Engagement • Increase the Graduation Rate status by 1% to 5% over the previous year for all students and student groups. • Maintain a high school dropout rate below the state average for all students. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 4, 7, & 8

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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 through the following platforms: Parent Square, Schoology, Email, Principal Connection and Coffee and Conversation, Parent and Community Engagement Forums via zoom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7100	Translation Budget 5900: Communications Continue to provide translations for parent meetings, community engagement, and written communication for families. Continue to send out written and verbal communications in English, Spanish and Chinese.
0	District Funded 2000-2999: Classified Personnel Salaries 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.
0	District Funded Centralized services to support programs at the school site. Ongoing use of SLHS website, Aeries Communication, and the monthly parent newsletter to communicate important and timely information.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Other Centralized services to support programs at the school site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized services to support programs at the school site. Create space for teachers to learn best practices in contacting parents/guardians during staff meeting time.
0	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.
0	Centralized services to support programs at the school site.

	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.
2500	Base 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.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The strategies and activities were effective, thus helping us achieve our goal. Transitioning from Blackboard Robo calls Parent Square to students and families, we have found that Parent Square and Student Square is a successful platform to ensure we are communicating and informing our parents, families more efficiently. We have received positive feedback from parents regarding Parent Square and our improvement in communicating with our families/students and communities.

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.

There were no differences between proposed expenditures and actual expenditures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Facilities

LEA/LCAP Goal

SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

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.

Identified Need

Responding to the academic and social emotional needs of SLHS students by developing an academic program that accelerates students learning through Distance Learning

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Centralized services to support programs at the school site.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Provide ongoing maintenance and support for Promethean Boards

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Centralized services to support programs at the school site.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Other Centralized services to support programs at the school site. District funded capitol improvement

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

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.

There were no differences between proposed expenditures and actual expenditures.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$N/A
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,479,550.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
Base	$548,450.00
California Partnership Academies	$25,000.00
Carl D. Perkins Career and Technical Education	$60,000.00
District Funded	$42,000.00
General Fund	$15,000.00
None Specified	$40,000.00
Other	$742,000.00
Translation Budget	$7,100.00

Subtotal of state or local funds included for this school: $1,479,550.00

Total of federal, state, and/or local funds for this school: $1,479,550.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Base	552,950.00	4,500.00
Other	342,000.00	-400,000.00
LCFF - Supplemental	10,000	10,000.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	548,450.00
California Partnership Academies	25,000.00
Carl D. Perkins Career and Technical Education	60,000.00
District Funded	42,000.00
General Fund	15,000.00
None Specified	40,000.00
Other	742,000.00
Translation Budget	7,100.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	23,200.00
1000-1999: Certificated Personnel Salaries	548,500.00
2000-2999: Classified Personnel Salaries	563,500.00
3000-3999: Employee Benefits	16,000.00
4000-4999: Books And Supplies	170,750.00
5000-5999: Services And Other Operating Expenditures	35,500.00

5800: Professional/Consulting Services And Operating Expenditures	112,500.00
5900: Communications	7,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Base	2,500.00
0000: Unrestricted	Base	23,200.00
1000-1999: Certificated Personnel Salaries	Base	403,500.00
2000-2999: Classified Personnel Salaries	Base	1,500.00
4000-4999: Books And Supplies	Base	95,750.00
5000-5999: Services And Other Operating Expenditures	Base	9,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	12,500.00
1000-1999: Certificated Personnel Salaries	California Partnership Academies	25,000.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	60,000.00
	District Funded	0.00
0000: Unrestricted	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	42,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
4000-4999: Books And Supplies	General Fund	15,000.00
2000-2999: Classified Personnel Salaries	None Specified	40,000.00
	Other	0.00
	Other	0.00
1000-1999: Certificated Personnel Salaries	Other	120,000.00
2000-2999: Classified Personnel Salaries	Other	480,000.00

3000-3999: Employee Benefits	Other	16,000.00
5000-5999: Services And Other Operating Expenditures	Other	26,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	100,000.00
5900: Communications	Translation Budget	7,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	435,000.00
Goal 2	945,250.00
Goal 3	6,500.00
Goal 4	72,100.00
Goal 5	20,700.00

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:

2 School Principal

3 Classroom Teachers

6 Parent or Community Members

8 Secondary Students

Name of Members	Role
Ronald Richardson, Ed.D	Principal
Reginald Richardson, Ed.D	Principal
Tracy Levy	Other School Staff
Abbey Kerins	Other School Staff
Jonathan Fall	Classroom Teacher
Amaya Proctor	Secondary Student
Yvonne Cassie	Parent or Community Member
Susana Cervantes Rojas	Parent or Community Member
Elisa Alverez	Parent or Community Member
Tyler Cassie	Secondary Student
Nancy Pelayo	Parent or Community Member
Camara Patton	Parent or Community Member

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
	English Learner Advisory Committee

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 12/03/20.

Attested:

	Principal, Reginald Richardson, Ed.D & Ronald Richardson, Ed.D. on 12/03/20
	SSC Chairperson, Elisa Alverez & Susana Cervantes-Rojas on 12/03/20