School Year: **2021-2022**

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	May 20, 2021	

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 an 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, the 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 the 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 addresses 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. There 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, United Parents participate in bi-monthly meetings to provide school wide input and 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, mental health services, academic counseling 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

San Leandro High parents, staff and the community are supportive of SLHS's SPSA review. Parent participation included feedback and input from the School Site Council (SSC), English Language Advisory Committee (ELAC), and United Parents. The SPSA Goals and Budget were developed and approved at the last School Site Meeting in May. Throughout the 2020-2021 school year San Leandro High staff were intentional about engaging our parents, students, and community members in the following ways:

SLHS Administration hosted the following series of engagement meetings with our stakeholders: 3 Parent Community Engagement Forums, 2 LCAP Community Engagement Meetings, Instructional Leadership team meetings and staff SPSA review and input sessions, ELAC SPSA review and Input, SSC Review and Input, staff recommendations and articulated input on school improvement for student learning and support, EL Parent Engagement Night, SSC and ELAC review, input and approval.

Additionally, throughout the 20-21 school year, San Leandro High School created a space were parents and community members attended weekly Principal Connection Meeting via virtual zooms. Parents and community members had the opportunity to meet with the Principals and Assistant Principals and ask questions, share input and or concerns as well as learn about San Leandro High's academic program in a informal setting. Parents, community members, and district leaders/colleagues were able to zoom into the virtual Principal Connection meetings every Thursday and Friday throughout the school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There is no resource inequities identified for San Leandro High School.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.11%	0.3%	5	3	9
African American	15.16%	14.75%	14.5%	402	400	391
Asian	16.78%	15.46%	15.8%	445	419	425
Filipino	8.71%	8.59%	7.6%	231	233	204
Hispanic/Latino	46.27%	47.4%	47.8%	1,227	1,285	1,289
Pacific Islander	1.06%	1.51%	1.5%	28	41	39
White	8.11%	7.75%	7.7%	215	210	207
Multiple/No Response	0.53%	3.58%	0.8%	14	23	21
			Total Enrollment	2657	2,652	2,697

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	722	717	692
Grade 10	669	744	697
Grade 11	599	612	683
Grade 12	662	638	625
Total Enrollment	2,652	2,711	2,697

Conclusions based on this data:

1. Data shows that SLHS has a very diverse student population.
2. Data shows that Latinos are our highest demographic at 47.8%
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	536	531	536	20.2%	19.6%	19.9%
Fluent English Proficient (FEP)	979	995	1002	36.9%	36.7%	37.2%
Reclassified Fluent English Proficient (RFEP)	8	45	57	1.6%	8.4%	10.7%

Conclusions based on this data:

1. The data shows that our total English Learner population has maintained at about 20% of our student population between18-19 academic year and the 19-20 academic year
2. The number of RFEP students has increased from 8 RFEP students in 18-19 to 57 RFEP students in the 20-21 school year.
3. In the 18-19 school year, 36.9% of our students were FEP. In the 20-21 school year, 37.2% of our students were FEP.

School and Student Performance Data

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 11	588	660	660	578	586	269	597	586	391	98.3	89	59
All	588	660	660	578	586	269	597	586	391	98.3	89	59

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 11	2590.	867	970	20.76	12	12	36.51	29	32	22.32	35	31	20.42	24	25
All Grades	N/A	N/A	N/A	20.76	12	12	36.51	29	32	22.32	35	31	20.42	24	25

**STAR Reading

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 2018 - 2019 CAASPP results show that 44% of our students met or exceeded the English Language Arts/Literacy standards.
2. The 2018 - 2019 CAASPP results show that 22% our students nearly met the English Language Arts/Literacy standards.
3. The 2018 - 2019 CAASPP results show that 20% our students performed below the standards in English Language Arts/Literacy.

School and Student Performance Data

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 11	585	660	660	575	198	210	575	462	210	98.3	70	32
All	585	660	660	575	198	210	575	462	210	98.3	70	32

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 11	2522.	804	875	4.00	17	17	15.48	17	23	22.26	31	25	58.26	35	35
All Grades	N/A	N/A	N/A	4.00	17	17	15.48	17	23	22.26	31	25	58.26	35	35

**STAR Math

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 2018-2019 CAASPP results show that 19.48% of our students met or exceeded the standard in Mathematics.
2. The 2018-2019 CAASPP results show that 22.26% of our students nearly met the standard in Mathematics.
3. The 2018-2019 CAASPP results show that 48.70% 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	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade 9	1530.1		1531.8		1527.9		139	
Grade 10	1534.6		1537.5		1531.2		126	
Grade 11	1540.3		1535.0		1545.1		105	
Grade 12	1485.9		1473.7		1497.7		127	
All Grades							497	

*OPTIONAL Summative ELPAC

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	22.30		26.62		33.09		17.99		139	
10	36.51		22.22		14.29		26.98		126	
11	20.00		27.62		32.38		20.00		105	
12	20.47		18.90		20.47		40.16		127	
All Grades	24.95		23.74		24.95		26.36		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	30.22		33.81	33.81	20.14		15.83		139	
10	44.44		16.67	16.67	11.11		27.78		126	
11	29.52		31.43	31.43	20.95		18.10		105	
12	22.05		24.41	24.41	16.54		37.01		127	
All Grades	31.59		26.56	26.56	17.10		24.75		497	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	7.91		66.91		25.18		139	
10	14.29		55.56		30.16		126	
11	5.71		51.43		42.86		105	
12	4.72		44.09		51.18		127	
All Grades	8.25		54.93		36.82		497	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	71.94		15.11		12.95		139	
10	65.08		9.52		25.40		126	
11	66.67		14.29		19.05		105	
12	51.18		13.39		35.43		127	
All Grades	63.78		13.08		23.14		497	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	14.39		51.08		34.53		139	
10	19.84		48.41		31.75		126	
11	11.43		48.57		40.00		105	
12	18.90		34.65		46.46		127	
All Grades	16.30		45.67		38.03		497	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	10.07		66.19		23.74		139	
10	11.11		64.29		24.60		126	
11	9.52		74.29		16.19		105	
12	9.45		59.06		31.50		127	
All Grades	10.06		65.59		24.35		497	

Conclusions based on this data:

1. ELPAC levels decreased from previous years. Incomplete data for 2019-20. ELPAC was suspended because of COVID-19. Not all students took the optional Summative ELPAC.
2. Based on our 18-19 data, about 18% of our students were at Overall Performance Level 1
3. In 18-19, 497 total students from 9th - 12th grade were tested on the ELPAC.

School and Student Performance Data

Student Population

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

2019-20 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.

2019-20 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 at SLHS in the 19-20 school year is 2,652 students
2. SLHS English Learners are 20.2% of our student population
3. In the 19-20 school year 61.5% of SLHS's student body was socioeconomically disadvantaged

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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



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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Engage, Educate, Empower

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
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 12 pts above standard b. English Learners = 65 pts below standard c. Socioeconomically Disadvantaged = 5 pts below standard d. Students with Disabilities = 100 pts below standard e. Homeless = 97 pts below standard f. African American = 35 pts below standard g. Hispanic/Latin0 = 0.6 pts below standard	Increase overall performance by the following number of points, from the baseline Overall + 20 pts (+5 pts per year expected growth) a. Overall = 20pts (+8 pts per year expected growth) b. English Learners = + 30 pts (+10 pts per year expected growth) c. Socioeconomically Disadvantaged = 30 pts (+10 pts per year expected growth) d. Students with Disabilities = 30 pts (+10 pts per year expected growth) e. Homeless = 30 pts (+10 pts per year expected growth) f. African American = 35 (+10 pts per year expected growth) g. Hispanic/LatinX = 35 (+10 pts per year expected growth)
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard) a. Overall b. English Learners, c. Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. Foster Youth g. African American h. Hispanic/Latinx i. Pacific Islander	Academic Indicator for Mathematics Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 103 pts below standard b. English Learners = 154 pts below standard c. Socioeconomically Disadvantaged = 113 pts below standard d. Students with Disabilities = 100 pts below standard	Increase overall performance by the following number of points, from the baseline Overall + 25 pts (+5 pts per year expected growth) a. Overall = 25 pts (+10 pts per year expected growth) b. English Learners = + 15 pts (+10 pts per year expected growth) c. Socioeconomically Disadvantaged = 25 pts (+10 pts per year expected growth)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
j. American Indian Connected to LCFF Priority: 4, 7, and 8	e. Homeless = 177 pts below standard f. African American = 139 pts below standard g. Hispanic/Latin0 = 126 pts below standard	d. Students with Disabilities = 25 pts (+10 pts per year expected growth) e. Homeless = 25 pts (+10 pts per year expected growth) f. African American = 30 (+10 pts per year expected growth) g. Hispanic/LatinX = 30 (+10 pts per year expected growth)
CAST Scores a. Overall b. English Learners, c. Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. African American g. Hispanic/Latinx h. Pacific Islander Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards a. Overall = 21.5% b. English Learners = 1.0% c. Socioeconomically Disadvantaged = 18.5% d. Students with Disabilities = 13.4% e. African American = 3.9% g. Hispanic/Latino = 16.6%	CAST Scores = Increase percentage of students who met or exceeded standard by the following percent from the baseline a. Overall = +20.0% (+7%) b. English Learners = +30% (+10% increase per year)\ c. Socioeconomically Disadvantaged = +20.0%(+7% increase every year) d. Students with Disabilities = +25.0% (+8% increase per year) e. African American = +20.0% (+7% increase per year) g. Hispanic/Latino = +20.0% (+7% increase per year)
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 9th Grade: 29% 10th Grade: 32% 11th Grade: 36%	The percent of students who meet or exceed standards on the STAR Math state benchmark will increase by 10% - 15% each year. By 2023-24 9th Grade: 59% - 74% by 12th Grade 10th Grade: 52% - 62% by 12th Grade 11th Grade: 46% - 51% by graduation year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 9th Grade: 33% 10th Grade: 29% 11th Grade: 31%	The percent of students who meet or exceed standards on the STAR Reading state benchmark will increase by 10% - 15% each year. 9th Grade: 63% - 78% by 12th Grade 10th Grade: 49% - 59% by 12th Grade 11th Grade: 41%- 46% by graduation year
English Learner Reclassification Connected to LCFF Priority: 4	SLUSD Data for SY 2020-2021 • LTELs: 9.8% • SLUSD Reclassification Rate for SY 2020-21 is 10.7% • SLUSD reclassification rate is 0.4% higher than the state (Most Recent Data from 2020 California Dashboard)	SLHS Data for SY 2021-2022 English Learner Reclassification Rate will increase by 2% above the district and state rate: • LTELs: 11.8% • SLHS Reclassification Rate for SY 2022-22 will increase to12.7% • SLHS Reclassification rate will be 1.4% higher than the state
English Learning Progress Indicator as reported on the CA School Dashboard: Percentage of current English Learners increasing English language proficiency levels or maintaining the highest level Connected to LCFF Priority: 4	Percentage of current English Learners making progress for SY 2018-2019: 49% (Most Recent Data from 2020 California Dashboard)	Percentage of current English Learners making progress for SY 2021-2022 will increase by 2%: 51%
Attendance Rate a. All Students b. English Learners c. Student with Disabilities	SLUSD 2019-2020 Attendance Rate a. All Students = 95% b. English Learners = 94.9%	SLHS Data for SY 2021-2022 Attendance Rate will increase by the 1%: a. All Students = 96%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
d. Foster Youth e. Homeless Connected to LCFF Priority: 5	c. Student with Disabilities = 93.5% d. Foster Youth = 89.1% e. Homeless = 89.5% (Local Data)	b. English Learners = 95.9% c. Student with Disabilities = 94.5% d. Foster Youth = 90% e. Homeless = 90.5%
Suspension Rate a. All Students b. African American c. American Indian/Alaskan Native d. Hispanic/Latinx e. White f. Two or More Races Connected to LCFF Priority: 6	2019-2020 Suspension Rate a. All Students = 3.8% b. African American = 8.5% c. American Indian/Alaskan Native = 8.0% d. Hispanic/Latinx = 3.7% e. White = 3.9% f. Two or More Races = 4.4%	2021-2022 Suspension Rate will improve with a decrease of 1% a. All Students = 2.8% b. African American = 7.5% c. American Indian/Alaskan Native = 7.0% d. Hispanic/Latinx = 2.7% e. White = 2.9% f. Two or More Races = 3.4%
[MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 2516 English Learners = 34% Student with Disabilities = 16% Homeless = 4% Hispanic/Latinx = 62% African American = 12% Asian = 10%	For SY 2021-2022 Percent of students referred to intervention will be based on a data analysis and needs assessment.
Percent of students in the CA Healthy Kids survey reporting school engagement and support Connected to LCFF Priority: 1 and 6	Percent of students who agree and strongly agree to the following Key Indicators: School Connectedness HS = 47% Academic Motivation HS = 64% High Expectations HS = 70%	For SY 2021-2022 Percent of students who agree and strongly agree to the following Key Indicators will increase by 3% - 10%: School Connectedness HS = 57% Academic Motivation HS = 74% High Expectations

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Meaningful Participation HS = 25%	HS = 75% Meaningful Participation HS = 35%
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	For SY 2021-2022 100% of SLUSD teachers are appropriately assigned
Rate of staff members completing yearly required professional development to build capacity to support students through anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning. Connected to LCFF Priority: 1 and 6	Baseline 0% Year 1 30% Year 2 60% Year 3 80-100%	For the 2023-24 SY 80-100% of staff members will have completed yearly required professional development to build capacity to support students through anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.
Percent of teachers new to the district complete training on Project Based Learning Connected to LCFF Priority: 2 and 6	2020-21 = 100%	2021-22 = 100%
Percent of TK-5 and non-math 6-12 teachers implementing Project-Based Learning activities in their classes, as measured by data collected via Instructional Rounds. Percent of 6-12 Math teachers implementing Problem-Based Learning activities in their classes, as measured by data collected via Instructional Rounds Connected to LCFF Priority: 6	Baseline 0% Year 1 60% Year 2 80%	By the 2023-24 SY 80% of non-math 9-12 SLHS teachers implementing Project-Based Learning activities in their classes, as measured by data collected via Instructional Rounds will be evident.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Integration of Project-Based Learning in school site professional development plans, based on Leadership Learning Walks Connected to LCFF Priority: 6	Year 0: Implement Leadership Learning walks Year 1: 4/8 schools have integrated Project-Based Learning into professional development plans Year 2: 6/8 schools have integrated Project-Based Learning into professional development plans	For SY 2021-2022 SLHS will implement Leadership Learning Walks while incorporating integrated Project-Based Learning into professional development plans through a cycle of injury and progress monitoring process with our Instructional Leadership Team, Department Chairs, Department Meetings, and Faculty Meetings.
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant

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

1.1. Effective & Meaningful Teaching and Learning
a. Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.

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)
15000	Other 1000-1999: Certificated Personnel Salaries Utilize site funds to implement Algebra credit recovery program and after school math tutoring
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

1.1. Effective & Meaningful Teaching and Learning
b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

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.
Implement Algebra Credit Recovery course for 9th and 10th graders who require more math support and 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)
8000	Base 1000-1999: Certificated Personnel Salaries

	Implementation of Math Lab course to support students struggling in Algebra.
26000	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.
4000	Base 1000-1999: Certificated Personnel Salaries Department Collaboration outside of contractual hours to plan for vertical and horizontal alignment across the math disciplines/subject areas
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

1.1. Effective & Meaningful Teaching and Learning
c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

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)
9000	Base

	5800: Professional/Consulting Services And Operating Expenditures Ongoing Professional Development provided by District to support Math Teachers instructional practice in supporting EL Learners and SPED students
2500	Base 5800: Professional/Consulting Services And Operating Expenditures Ongoing Co-Teaching collaboration and planning time

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

1.1. Effective & Meaningful Teaching and Learning
d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

SLHS will provide integrated ELD in all content area classes and provide designated ELD for all ELs. 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). ELD 1 and 2 students will have an additional language development intervention course option. Families of students in ELD 1-2 can opt into this extended ELD block to receive support for all core courses. In addition, ELD Para educators will be scheduled to support our emerging bilingual students throughout the day. Lastly, SLHS will engage family and community members to develop a Newcomer pathway to serve the unique needs of students that are new to the U.S. The Newcomer Pathway will launch in 2022-23.

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 EL Specialist and EL 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

1.2. Responsive Support Structures for Student Success
a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied a. opportunities to make learning visible and support equitable grading practices.

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.
87,000.00	Base 0000: Unrestricted All Departments recieve an annual allocation of funds to support student learning by purchasing instructional and student materials. Additionally, all subject area departments have the opportumity to send team members to confrences/professional developments and coordinate collaborative time to unit plan or develop lesson studies beyond contractual hours.

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

1.2. Responsive Support Structures for Student Success
b. Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.

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)
8000	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

1.2. Responsive Support Structures for Student Success
c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.

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 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

1.2. Responsive Support Structures for Student Success
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.

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

1.2. Responsive Support Structures for Student Success

e. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

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)
26000	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. (Grading for Equity)

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
0	Base 5800: Professional/Consulting Services And Operating Expenditures

	Instructional materials or equitable grading training - District Funded

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 Continue provide 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: 2020-21

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 intervention 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

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

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
Broad Course of Study	2020-2021 100% of SLUSD schools offers courses described in Education Code 51210 and 51220	SY 2021-2022 100% of SLHS academic program will offer courses described in Education Code 51210 and 51220
Graduation Rate: Increase graduation rate from previous year Connected to LCFF Priority: 5	SLUSD Graduation Rate for SY 2019-20 a. Overall = 89.0% b. English Learners = 77.0% c. Socioeconomically Disadvantaged = 89.0% d. Students with Disabilities = 80.0% e. Homeless = 85.0% f. African American = 93.0% g. Hispanic/Latinx = 88.1% (Most Recent Data from 2020 California Dashboard)	SLHS Graduation Rate for SY 2019-20 a. Overall = 92.0% (3 percent increase) b. English Learners = 79.0% (2 percent increase) c. Socioeconomically Disadvantaged = 91.0% (2 percent increase) d. Students with Disabilities = 88.0% (3 percent increase) e. Homeless = 88.0% (3 percent increase) f. African American = 96.0% (3 percent increase) g. Hispanic/Latinx = 91.1% (3 percent increase)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of Graduates who completed Career Technical Education Pathway Connected to LCFF Priority: 4, 7, and 8	2020 Graduates with CTE Pathway Completion status All Students = 39% African American = 30% Asian = 39% Filipino = 52% Hispanic = 37% White = 46% Two or more races = 29% English Learner = 14% Student with Disabilities = 39% Socio-Economically Disadvantaged = 37%	Increase the percentage for all students and each student group who complete career technical pathway by 10% - 20% 2022 Graduates with CTE Pathway Completion status All Students = 39% - 49% African American = 30% - 40% Asian = 39% - 49% Filipino = 52% - 62% Hispanic = 37% - 47% White = 46% - 56% Two or more races = 29% - 39% English Learner = 14% - 24% Student with Disabilities = 39% - 49% Socio-Economically Disadvantaged = 37% - 47%
College Credit Course: Percent of Graduates who earned College Credits for Academic and/or Career Technical Education Connected to LCFF Priority: 4, 7, and 8	2020 Graduates with College Credit Course All Students = 42% African American = 63% Asian = 19% Filipino = 48% Hispanic = 47% White = 41% Two or more races = 29% English Learner = 60% Student with Disabilities = 80% Socio-Economically Disadvantaged = 45%	By SY 2023-24, SLHS will show increase the percentage for all students and each student group who earned college credit upon graduation by 10% - 20% All Students = 52% - 62% African American = 73% - 83% Asian = 29% - 39% Filipino = 58% - 68% Hispanic = 57% - 67% White = 51% - 61% Two or more races = 39% - 49% English Learner = 70% - 80% Student with Disabilities = 90% - 100% Socio-Economically Disadvantaged = 55%-65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in Advanced Placement courses a. English Learners b. African American c. Hispanic/Latinx d. Pacific Islander Connected to LCFF Priority: 4, 7, and 8	2019 Percentage of students enrolled in Advanced Placement courses a. English Learners = 6% b. Black or African American = 8% c. Hispanic/Latinx = 37% d. Pacific Islander = 0.4%	Increased percentage of students, especially from historically underrepresented communities, enrolled in AP courses to more closely reflect the demographic breakdown of the district. a. English Learners = +20% from baseline b. African American = +4% from baseline(increase 4% every year) c. Hispanic/Latinx = + 12% from baseline (increase by 2% every year) d. Pacific Islander = +2% (increase 3% every year)
Advanced Placement Exam Passing Rate a. English Learners b. African American c. Hispanic/Latinx d. Pacific Islander e. Asian f. White g. Filipino Connected to LCFF Priority: 4, 7, and 8	2019 Advanced Placement Exam Passing Rate Total # of Exams = 932 Overall Passing Rate = 54% a. English Learners = 5% b. African American = 4% c. Hispanic/Latinx = 26% d. Pacific Islander = 0.3% e. Asian = 46% f. White = 12% g. Filipino = 5%	By SY 2023 - 2024, SLHS AP Exam passing rate for all students and each student group will increase by 12% - 22% over 3 years Overall Passing Rate = 66% - 76% a. English Learners = 17% - 22% b. African American = 16% - 26% c. Hispanic/Latinx = 38%- 48% d. Pacific Islander = 12.3% - 22.3% e. Asian = 58% - 68% f. White = 34% - 44% g. Filipino = 17% - 27%
Seal of Biliteracy Connected to LCFF Priority: 4, 7, and 8	Percent of Graduating Students who earned the Seal of Biliteracy for SY 2019 - 2020= 19%	Increase percent of students earning Seal of Biliteracy to 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	SLHS Data for SY 2020-2021 a. LTELs: 6% b. SLHS Reclassification Rate for SY 2020-21 is 6%. c. SLUSD reclassification rate is 0.4% higher than the state (Most Recent Data from DataQuest)	SLHS Reclassification Rate SY 2021 - 22 = 9.0% SLHS Reclassification Rate for SY 2021 -22 is 1.9% higher than the state
English Learning Progress Indicator as reported on the CA School Dashboard Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 47% of (Most Recent Data from 2020 California Dashboard)	Increase percent of English Learners making progress towards English language proficiency or maintaining the highest level by 15%

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

2.1. Centering Ethical and Cultural Leadership
a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.

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:

- Continue 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)
0	District Funded None Specified College and Career Coordinator

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

2.1. Centering Ethical and Cultural Leadership
b. Develop and apply critical media and information literacies at school and in the community.

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

2.1. Centering Ethical and Cultural Leadership
c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access

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

2.2. Fostering Multilingualism
a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.

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

2.2. Fostering Multilingualism
b. Systematize structured supports that address the needs of long-term English learners and newcomer students.

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)
0	Other 5000-5999: Services And Other Operating Expenditures Full-time EAOP Coordinator out of District College Readiness Block Grant
0	District Funded 2000-2999: Classified Personnel Salaries Full-Time College and Career Coordinator
0	District Funded 2000-2999: Classified Personnel Salaries Career Pathway Coordinator - District Funding

0	District Funded 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

2.3. Healthy Minds & Bodies
a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.

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

2.3. Healthy Minds & Bodies
b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.

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

2.3. Healthy Minds & Bodies
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

Continue to 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)

79830	California Partnership Academies 1000-1999: Certificated Personnel Salaries .2 Release Business Academy Coordinator
58000	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 and practices 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 Psychologists 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: 2020-21

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 create clear pathways to ensure English Language Learners more access to A-G courses and elective classes.

Furthermore, through careful planning, collaboration, and program implementation, SLHS staff has taken actions to address students’ academic, behavioral, and socio-emotional growth, particularly in light of the global pandemic that fundamentally shifted the context of teaching and learning for our community.

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

Equity-Centered Effective Employee Engagement

LEA/LCAP Goal

All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals 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
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	100% completion of all existing modules and new required training
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	100% attendance
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline	100% completion of training Inventory

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

3.1. Employee Relations
a. Cultivate support for employees with the goal of delivering gold standard customer service
b. Improve fiscal processes and planning to maximize funds, staff and other resources for equity and excellence
c. Celebrate staff contributions to the District
d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community

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

3.2. Talented and Diverse Workforce
a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency

b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization
c. Recruit teachers and administrators that reflect the diversity of our students
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

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: 2020-21

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 Forums once a month so that we can continue to actively engage with families and the community at large to build strong 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. Additinally San Leandro High School will continue to host bi-weekly Prinicpal Coffee &

Conversation informal meetings so that parents have an opportunity to connect with the SLHS Administrative Team to ask questions, receive guidance, give input, and learn more about San Leandro High's academic and extra curricular programs.

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

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, School Culture & 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.

Identified Need

Responding to the academic and social emotional, and mental health needs of SLHS students by developing an academic program that accelerates students academically while creating safe space that focuses on the social emotional development of all studnets.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	Improve parent engagement with all parent, specifically special student/family groups (i.e. Low-income students, English learners, foster youth, etc.)
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	100% translation at all San Leandro High School events

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in various engagement forums that provide feedback Connected to LCFF State Priority: 3	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-based community engagement events to increase accessibility and collaboration	100% participation
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 190 Completed Parent Survey	Number of Completed California Healthy Kids Parent Survey will double by SY 2023-2024 Goal - 2,100 Completed Parent Survey
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLHS: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	Increase the percent of parents who strongly agree and agree by 6% to the statements that in SLHS: Parents feel welcome to participate at this school. = 93% Promotes academic success for all students = 97% A safe place for their children = 100%

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

4.1. Analyze, Audit, and Respond to Parent Needs

a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver outstanding, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

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)
11,798.00	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

4.2. Connecting Schools and Community Engagement
a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

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)
0	Other 2000-2999: Classified Personnel Salaries Work-Based Learning Coordinator - Distict Funded
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

Continue to better utilize available resources to build a collaborative community of adults to support student success including sharing expertise and reinventing the Spring student lead 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	District Funded 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 office hours 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: 2020-21

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. For three years Parent Square and Student Square have been successful communication platforms to ensure that we are communicating and informing our parents, families more frequently and 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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments 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
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	Continue to ensure that 100% of students at San Leandro High has access to a Chromebook devices.
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% on-campus bandwidth minimum 2 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	Average ticket response within 48 hours and average resolution within 7 days.
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status	98% of work orders will be less than one month old in the district maintenance work order system.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	District vehicle fleet will be working properly, pass all required smog tests, and the majority of fleet will be less than five years old.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	100% of SLUSD schools will be in good/exemplary condition.
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	Increase percent of parents who strongly agree that SLUSD school have clean and well-maintained facilities/properties to 96%.

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

5.1. District Bond Improvements
a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.

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

5.2. Strategic Maintenance
a. Continue to maintain our facilities for future generations of students.
b. Maintain our state of the art technology infrastructure.

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

5.3. Reducing District Impact on Climate Change
a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.

b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

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

5.4. Access to Internet and Technology
a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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: 2020-21

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	$817,078.00

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	$496,450.00
California Partnership Academies	$79,830.00
Carl D. Perkins Career and Technical Education	$58,000.00
District Funded	$0.00
General Fund	$15,000.00
None Specified	$40,000.00
Other	$116,000.00
Translation Budget	$11,798.00

Subtotal of state or local funds included for this school: $817,078.00

Total of federal, state, and/or local funds for this school: $817,078.00

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	56,500.00
Other	342,000.00	226,000.00
LCFF - Supplemental	10,000	10,000.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	496,450.00
California Partnership Academies	79,830.00
Carl D. Perkins Career and Technical Education	58,000.00
District Funded	0.00
General Fund	15,000.00
None Specified	40,000.00
Other	116,000.00
Translation Budget	11,798.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	110,200.00
1000-1999: Certificated Personnel Salaries	429,330.00
2000-2999: Classified Personnel Salaries	41,500.00
3000-3999: Employee Benefits	0.00
4000-4999: Books And Supplies	96,750.00
5000-5999: Services And Other Operating Expenditures	10,500.00

5800: Professional/Consulting Services And Operating Expenditures	114,500.00
5900: Communications	11,798.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Base	2,500.00
0000: Unrestricted	Base	110,200.00
1000-1999: Certificated Personnel Salaries	Base	334,500.00
2000-2999: Classified Personnel Salaries	Base	1,500.00
4000-4999: Books And Supplies	Base	23,750.00
5000-5999: Services And Other Operating Expenditures	Base	9,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	14,500.00
1000-1999: Certificated Personnel Salaries	California Partnership Academies	79,830.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	58,000.00
	District Funded	0.00
	District Funded	0.00
0000: Unrestricted	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
3000-3999: Employee Benefits	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
None Specified	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	15,000.00
2000-2999: Classified Personnel Salaries	Other	0.00
5000-5999: Services And Other Operating Expenditures	Other	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	100,000.00
5900: Communications	Translation Budget	11,798.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	278,000.00
Goal 2	495,080.00
Goal 3	6,500.00
Goal 4	16,798.00
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 06/15/2021
	SSC Chairperson, Elisa Alverez & Susana Cervantes-Rojas on 06/15/2021