



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
San Leandro High School	01-61291-0137588	4/30/2026	June 16, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), under California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to

achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Plan Purpose

Schoolwide Program Overview – 2026–2027

For the 2026–2027 school year, San Leandro High School's Schoolwide Program focuses on three critical areas of student need:

1. Increasing College Career Readiness, particularly focusing on our English Learners (ELs) and Socio-Economically Disadvantaged Students.
2. Enhancing Tier I and II supports will improve school connectedness and belonging, thereby reducing referrals, suspensions, and increasing student and staff satisfaction.
3. Strengthening family engagement and trust through expanded outreach and connection opportunities.

To address these priorities, we are implementing a multi-tiered approach that includes targeted academic interventions, comprehensive professional development for educators, and integrating culturally responsive teaching and behavior practices.

We will enhance instructional support for our English learner population to promote language development and academic fluency. This includes dedicated time for staff development regarding language scaffolding, increased access to designated ELD instruction, and using formative data to inform differentiated teaching strategies. We aim to accelerate reclassification rates while ensuring long-term academic achievement for EL students.

In parallel, we are addressing disparities in discipline by adopting and deepening restorative justice practices and expanding the use of Multi-Tier Systems and Support (MTSS). Staff will receive ongoing training to strengthen culturally affirming classroom management strategies, build meaningful relationships with students, and reduce exclusionary discipline practices.

These efforts reflect our commitment to equity and closing opportunity gaps. Through intentional action and collaboration with our educational partners, we strive to ensure that all students, particularly our most underserved, receive the support and opportunities they need to thrive academically, socially, and emotionally.

We are also focused on improving our process orientation from the WASC Visiting Committee's feedback:

4. Site administration, in collaboration with staff, will clarify and develop schoolwide processes and procedures to ensure consistent implementation of school initiatives and improve student outcomes.
5. Site administration, Instructional Leadership Team, together with instructional staff, define what *collaboration* means to San Leandro High School and develop and implement a plan and strategies for the school to implement effective collaboration to strengthen instruction, assessment, and support for students.

By addressing both immediate student needs and foundational operational processes, this strategic plan solidifies our commitment to equity and ensures a clear, collaborative path toward achieving our 2026-27 goals.

Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning with the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

San Leandro High School's 2026–2027 School Plan for Student Achievement (SPSA) strategically addresses the most pressing academic and engagement challenges facing our student community. Anchored in comprehensive needs assessment data and stakeholder input, the plan advances equity-focused goals that target improvements in teaching and learning, school climate, and family partnerships—directly aligned with the district's LCAP goals.

Aligned with **LCAP Goal 1: Universally Designed Teaching and Learning for College and Career Success**, the SPSA emphasizes accelerating outcomes for English Learners, Socioeconomically Disadvantaged students, and students with disabilities. We have adopted targeted interventions such as designated ELD instruction, CAASPP-aligned interim assessments, and increased A–G support to improve student performance across disciplines. The plan promotes universal design by embedding formative assessments and differentiated strategies that guide instructional practice and close achievement gaps.

In support of **LCAP Goal 2: Positive School Climate and School Connectedness**, San Leandro High is expanding implementation of Tier I and II behavioral supports through restorative justice practices and culturally responsive classroom

management. Data-informed strategies—such as campus culture teams and consistent communication of behavioral expectations—seek to reduce exclusionary discipline, increase student belonging, and foster stronger relationships between staff and students.

To fulfill **LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement**, the SPSA includes initiatives to strengthen family-school connections. These include the expansion of multilingual communication platforms, culturally inclusive events, and leadership opportunities such as SSC and ELAC participation. Recognizing the underrepresentation of key groups in decision-making, the plan adds structured opportunities for input and feedback to ensure families are active collaborators in student success.

Through this comprehensive and integrated approach, San Leandro High School's SPSA serves as a living blueprint for equity-driven improvement. It reflects the values of the broader school community and a steadfast commitment to fostering academic growth, belonging, and shared responsibility.

Education Partner 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

Stakeholder Involvement in SPSA Development and Annual Review

San Leandro High School values inclusive and collaborative decision-making, and our School Plan for Student Achievement (SPSA) development reflects meaningful engagement with students, staff, families, and advisory committees throughout the school year.

The School Site Council (SSC) plays a central role in developing, reviewing, and approving the SPSA. The SSC is composed of administrators, teachers, classified staff, parents/guardians, and students, who meet regularly to analyze schoolwide performance data, identify priority areas, and align strategies and resources to support our academic and equity goals. SSC members review proposed actions, provide feedback on implementation strategies, and monitor progress

toward measurable objectives.

We also have an active English Learner Advisory Committee (ELAC). ELAC reviewed EL performance data, discussed challenges related to reclassification and language acquisition, and offered input on supports for multilingual learners. ELAC's recommendations directly informed the SPSA's goals and actions related to English Learner progress and engagement.

In addition, input was gathered from a range of other educational partners, including:

- The Instructional Leadership Team provided feedback on academic interventions and professional development needs.
- Student voice, shared through leadership classes, clubs, and surveys, helped identify social-emotional needs and priorities related to school culture.
- Family engagement forums and community events, such as Back to School Night, Family Conferences, and targeted focus groups, provided opportunities for parents and guardians to share insights and make recommendations.
- Faculty and staff meetings, as well as surveys, were used to collect feedback on instructional planning, resource allocation, and implementation challenges.
- WASC Visiting Committee's Report from their visit in February.

This inclusive process ensures that our SPSA remains a living document that reflects the San Leandro High School community's collective vision and responds to our students' evolving needs.

Date	Community Partner Group	Engagement Description
1/26/26	ELAC	The SLHS English Learner Advisory Committee (ELAC) met throughout the school year to discuss school strengths and areas for growth related to supporting English Language Learners. Meetings focused on academic progress, language development, attendance, and access to student supports and interventions.

		Feedback from families helped identify ways to strengthen communication, increase access to resources, and improve supports for multilingual learners at SLHS.
8/25/25	Faculty Meeting	Faculty reviewed CAASPP Data from 2023-25, looking at trends in ELA, Math, students with IEPs, and Language Learners.
5/4/26	Instructional Leadership Team	Review SPSA Goals - collaborating on Title I funding
10/16/25 11/13/25 12/4/25 1/22/26 4/30/26 5/7/26	School Site Council	The SSC met regularly throughout the school year to review schoolwide data, monitor SPSA goals, and support continuous improvement efforts. SSC members, including staff, students, families, and community representatives, analyzed data related to attendance, academics, graduation rates, and family engagement to identify strengths and areas for growth. As part of the WASC Self-Study process, SSC gathered input from families and stakeholders to identify areas for improvement. Discussions focused on increasing student achievement, strengthening interventions and supports, improving communication with families, and increasing family engagement in the school community. Feedback from SSC meetings helped inform SPSA goals, resource allocation, and schoolwide improvement efforts.
4/16/2026	Coffee Chat	Collaborated with families through meetings and community engagement opportunities to gather meaningful input on SLHS strengths, areas for growth, and student needs. Family feedback was used to support the WASC self-study process, inform schoolwide goal setting, and strengthen systems, programs, communication practices, and student supports to better serve the SLHS community.

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
2510	394	137	1907	363			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
307	160	1242	436	175	24	16	124

CA School Dashboard 2025

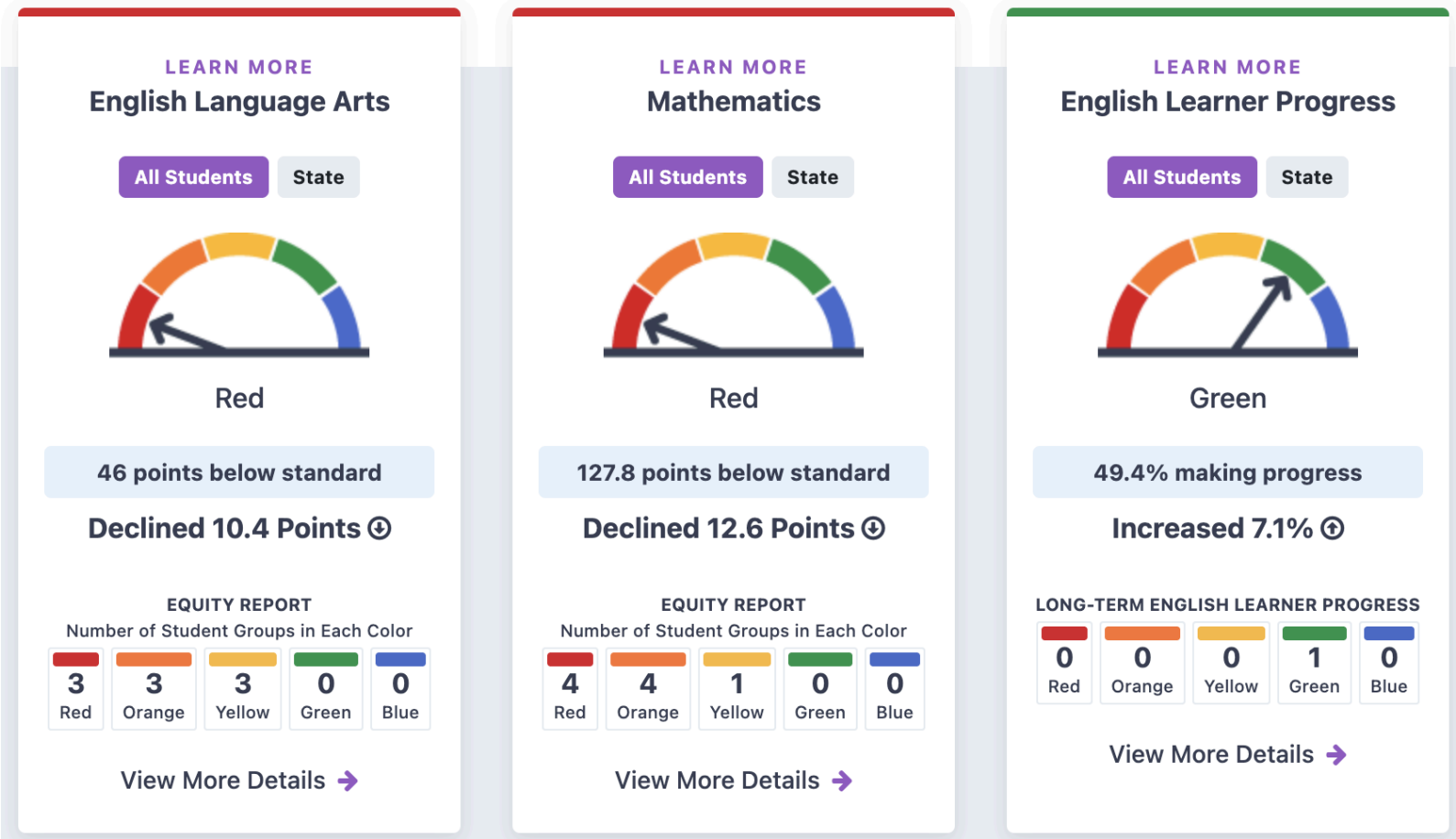
SLHS Student Group	ELA	Math	Science	Graduation Rate	Suspension	College & Career
All Students	-46 pts ↓ 10.4 pts 542	-127.8 pts ↓ 12.6 pts 552	48.8 pts ↑ 2.9 pts 1,031	93.5% 0.5% 599	4.9% ↑ 0.6% 2,659	52.8% ↑ 13.7% 589
English Learners	-128.1 pts ↑ 3.9 pts 143	-188.6 pts ↓ 6.2 pts 152	36.1 pts 1 pts 261	84.8% 0.1% 158	9.1% ↑ 7.4% 462	29.1% ↑ 9.1% 148
Long-term EL	-152.9 pts ↓ 17.3 pts 58	-229.3 pts ↓ 25.9 pts 58	29.1 pts -1.7 pts 101	96.6% 0.8% 87	11.6% ↑ 9.8% 259	31% ↑ 13.4% 87

Foster Youth	**	**	**	**	45.5% 11	**
Homeless	**	**	33.7 pts 13	**	7.9% ↑ 5.5% 38	**
Socioeconomically Disadvantaged	-58.3 pts ↓ 3.6 pts 425	-137.7 pts ↓ 7.9 pts 434	46.4 pts ↑ 2.1 pts 786	92.9% -0.9% 509	5.7% ↑ 1.1% 2,085	50% ↑ 14% 500
Students with Disabilities	-155.2 pts ↑ 5.1 pts 72	-220 pts ↑ 18.4 pts 72	32.4 pts ↑ 2.4 pts 131	87.7% ↓ 5.1% 81	11.2% ↑ 3.2% 385	17.3% ↑ 5.8% 81

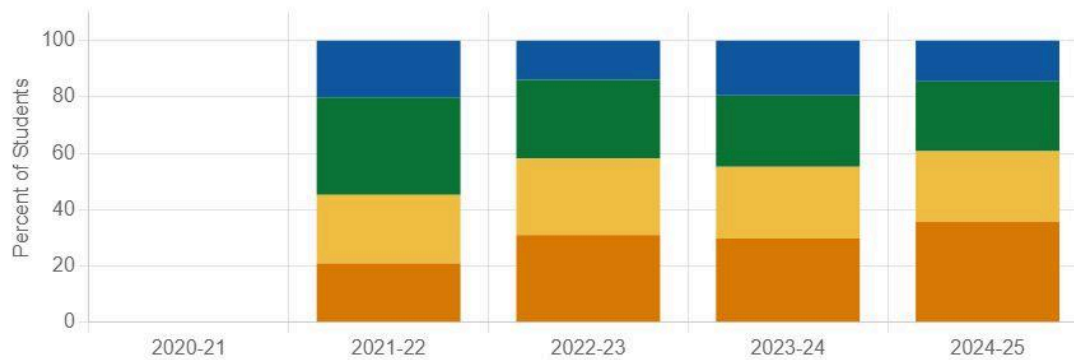
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African American	-61 pts ↑ 39.4 pts 65	-161.6 pts ↑ 19.2 pts 65	40.8 pts ↑ 4.5 pts 123	95.8% ↑ 7.2% 71	10.2% ↓ 1.6% 333	32.4% ↑ 13.4% 71
American Indian or Alaska Native	**	**	**	**	0% ↓ 7.7% 17	**
Asian	21.3 pts ↓ 16.9 pts 109	-38.8 pts ↓ 15.7 pts 113	61.6 pts -0.4 pts 212	94% ↑ 1.2% 117	1.3% ↑ 0.8% 458	73% 1.6% 115
Filipino	15 pts ↓ 35.2 pts 39	-85.3 pts ↓ 20.5 pts 40	58.2 pts ↑ 7.8 pts 77	97.6% ↓ 2.4% 41	2.8% ↑ 1.1% 178	70.7% ↑ 22.1% 41

Hispanic	-90.9 pts ↓ 19.6 pts 264	-170.3 pts ↓ 19.8 pts 268	42.1 pts 0.7 pts 478	91.2% ↓ 2.3% 284	4.9% ↑ 1% 1,320	46% ↑ 13% 276
Native Hawaiian or Pacific Islander	**	**	**	**	7.1% ↑ 7.1% 28	**
White	7.8 pts ↓ 19.7 pts 31	-99.3 pts ↓ 25.7 pts 31	59.6 pts ↑ 8.9 pts 68	95.2% -0.3% 42	3.6% ↓ 0.5% 167	59.5% ↑ 17.3% 42
Two or more races	39.1 pts ↓ 57.3 pts 31	-141.9 pts ↓ 44.1 pts 31	50 pts ↑ 6.3 pts 54	100% ↑ 9.5% 27	7% ↑ 2% 158	63% ↑ 20.1% 27

CAASPP/ELPAC Results



English Language Arts



CAASPP English Language Arts/Literacy Results -

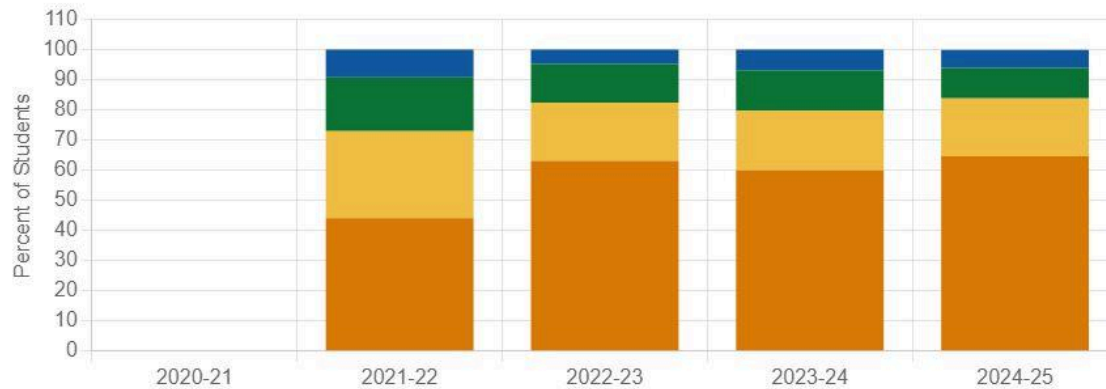
San Leandro High
CDS Code 01-61291-0137588



This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for all students. Visit [Ed-Data.org](https://ed-data.org) to access more detailed data, a glossary of terms, and articles about education data in California.

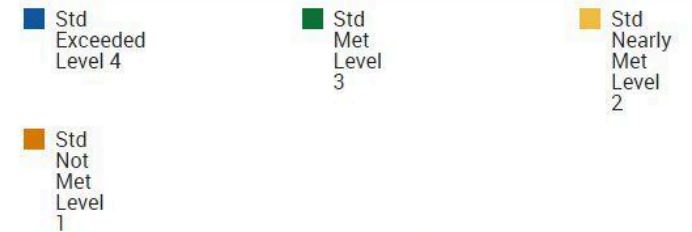
	2020-21	2021-22	2022-23	2023-24	2024-25
Std Exceeded Level 4	N/A	20.15 %	13.91 %	19.43 %	14.5 %
Std Met Level 3	N/A	34.58 %	28 %	25.33 %	24.77 %
Std Nearly Met Level 2	N/A	24.38 %	27.13 %	25.52 %	24.95 %
Std Not Met Level 1	N/A	20.9 %	30.96 %	29.71 %	35.78 %

Math



CAASPP Mathematics Results -

San Leandro High
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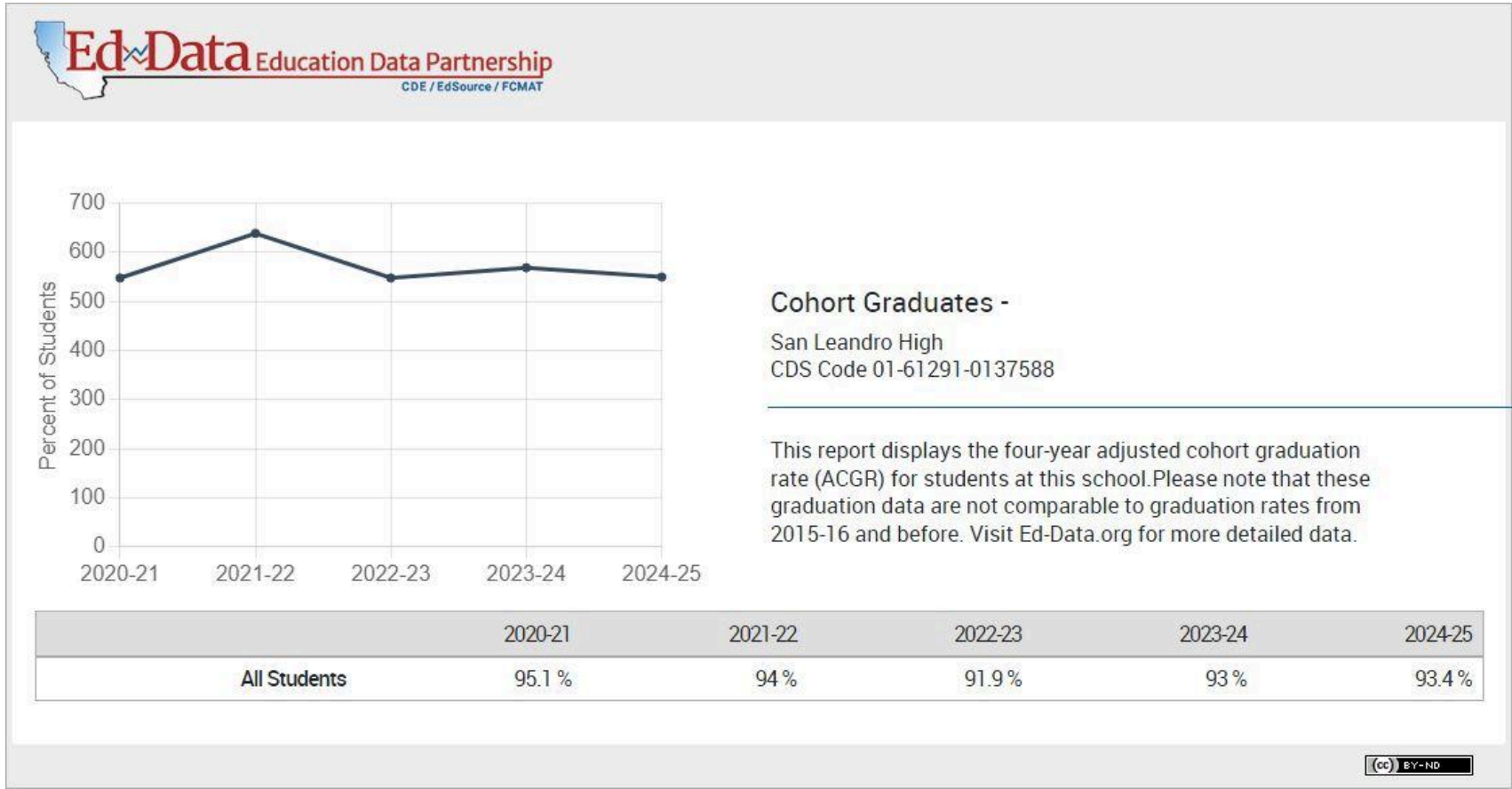
This graph displays the distribution of CAASPP Mathematics results by achievement level for all students. Visit [Ed-Data.org](https://ed-data.org) to access more detailed data, a glossary of terms, and articles about education data in California.

	2020-21	2021-22	2022-23	2023-24	2024-25
Std Exceeded Level 4	N/A	9.21 %	4.74 %	6.8 %	5.98 %
Std Met Level 3	N/A	17.78 %	12.81 %	13.42 %	10.14 %
Std Nearly Met Level 2	N/A	28.89 %	19.3 %	19.85 %	19.2 %
Std Not Met Level 1	N/A	44.13 %	63.16 %	59.93 %	64.67 %

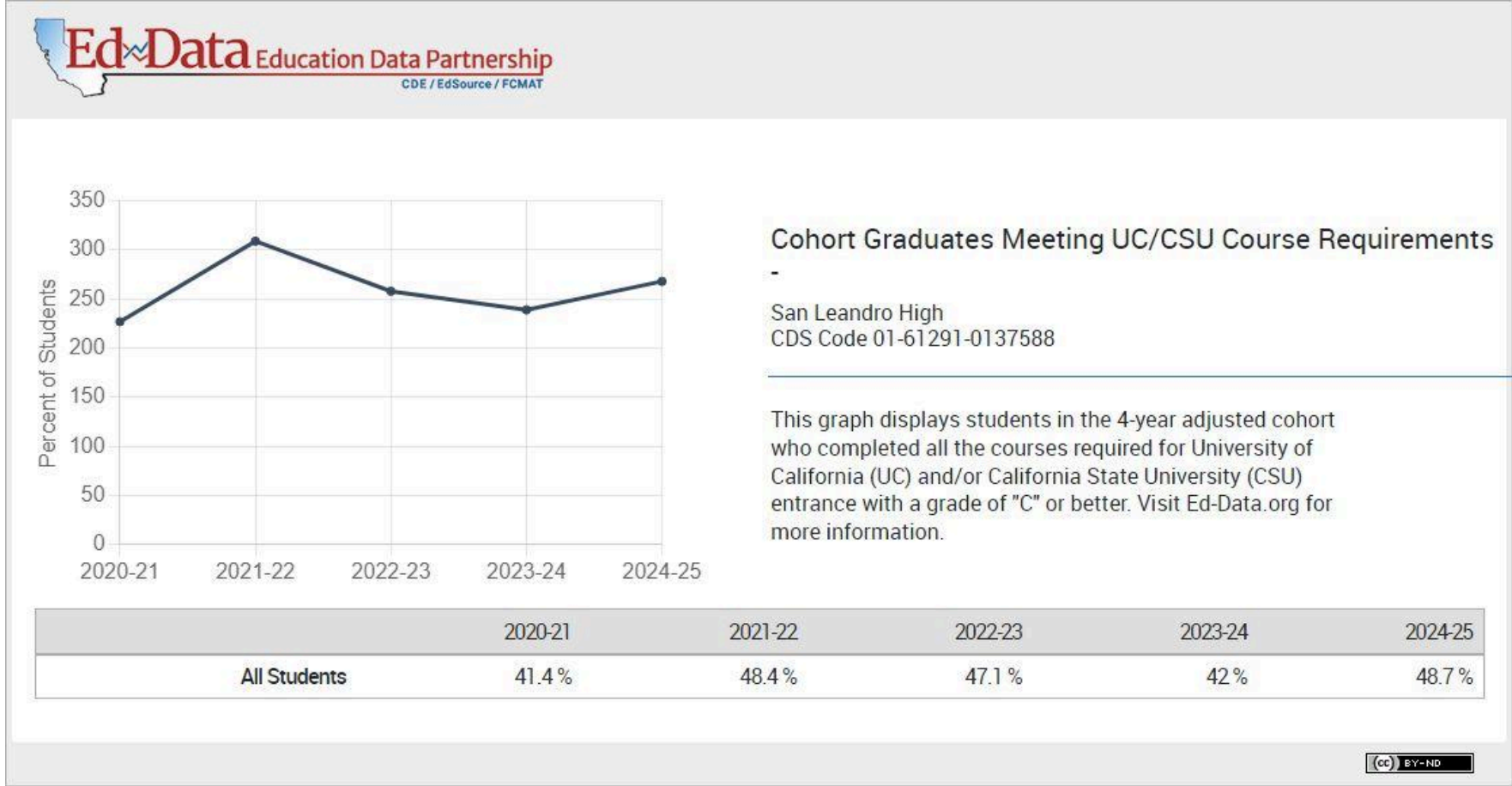
Additional Data

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 10.1 p.pts or more)</i>	DECLINED <i>from Prior Year (by 2.0 p.pts to 10.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 1.9 p.pts or fewer)</i>	INCREASED <i>from Prior Year (by 2.0 p.pts to 9.9 p.pts)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 10.0 p.pts or more)</i>
VERY HIGH <i>65.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>55.0% to 64.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>45.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green ▪ All Students (School Placement) ▪ English Learners ▪ Long-Term English Learners	Green (None)
LOW <i>35.0% to 44.9% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>34.9% or less in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

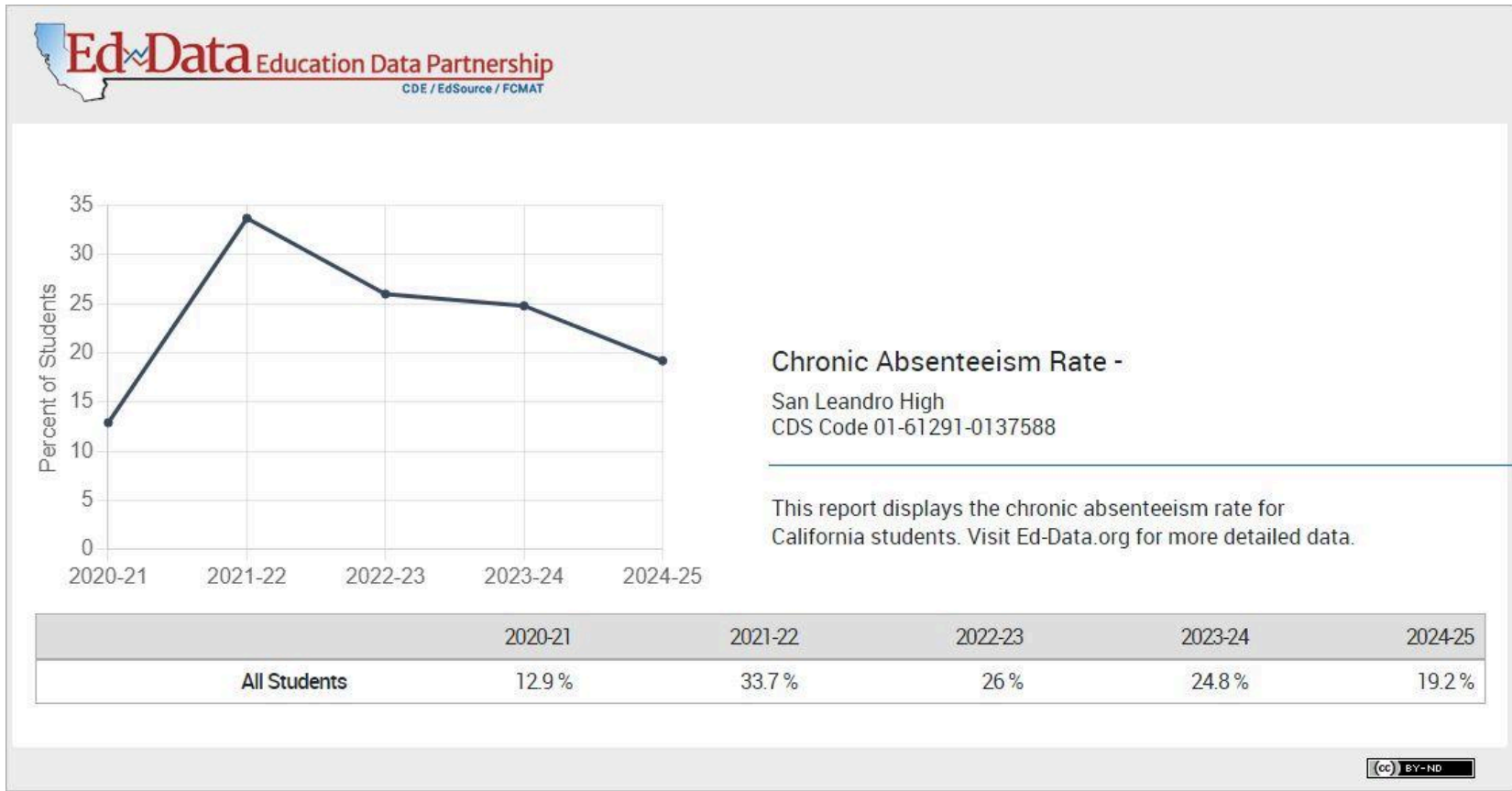
4-Year Cohort Graduates



Graduates Meeting UC/CSU Requirements



Attendance Data



Data Analysis

Review of Academic Indicators

A review of the 2025 California School Dashboard data shows significant gains in College & Career Readiness and notable improvements for some subgroups, alongside declines in ELA and Math that demand urgent attention in 2026–2027.

Mathematics performance has declined, with the schoolwide score falling to 127.8 points below standard, a drop of 12.6 points from the prior year. Long-Term English Learners (LTELs) remain the lowest-performing group in math, with a score of 229.3 points, a decline of 25.9 points. Hispanic students fell to 170.3 points, a decline of 19.8 points, and Socioeconomically Disadvantaged students sit at 137.7 points, down 7.9 points. Two subgroups showed meaningful math improvement: Students with Disabilities improved by 18.4 points (to 220), and African American students gained 19.2 points (to 161.6). These trends are worth understanding and building on. However, the overall downward trajectory underscores the need to deepen and accelerate schoolwide math support strategies.

English Language Arts presents compounding concerns. Schoolwide ELA performance fell 46 points below standard, a 10.4-point decline year over year. Hispanic students experienced the steepest drop among racial/ethnic groups, falling 19.6 points to 90.9 points. LTELs declined 17.3 points to 152.9 points. African American students, by contrast, showed a significant positive shift, improving 39.4 points to 61 points, a development that warrants deeper analysis to understand what's working. Students with Disabilities improved by 5.1 points in ELA (to 155.2), though they remain far below standard. English Learners showed a slight gain of 3.9 points (to 128.1 points). Despite these isolated bright spots, the continued decline for Hispanic students and LTELs who represent the school's largest and most overlapping subgroups requires focused, sustained intervention.

Science results are an area of notable strength. Schoolwide science performance sits at +48.8 points above standard, up 2.9 points, with all major subgroups performing above standard. Students with Disabilities (+32.4), LTELs (+29.1), and English Learners (+36.1) all score above standard in science, reflecting instructional practices in that department worth examining for cross-content application.

College and Career Readiness saw a significant positive shift. The schoolwide rate rose 13.7 percentage points to 52.8% of students rated "Prepared," reversing the decline from the prior year. Hispanic students gained 13 points (to 46%), African American students gained 13.4 points (to 32.4%), and Students with Disabilities gained 5.8 points (to 17.3%). While these gains are encouraging, EL students remain the most underserved at 29.1% and students with disabilities at 17.3%, both well below the schoolwide rate.

Review of School Culture and Climate

The 2025 Dashboard reflects continued improvement on Local Indicators, with SLHS now meeting all five standards, including **Parent and Family Engagement**, a reversal from the prior year's "Not Met" designation. This is a meaningful milestone that reflects the school's intentional investment in outreach and communication.

Despite this progress, chronic absenteeism and discipline data continue to signal inequitable patterns. The schoolwide suspension rate rose slightly to 4.9% (up 0.6 points), with significant disparities persisting: African American students are suspended at a rate of 10.2%, Students with Disabilities at 11.2%, and English Learners at 9.1% — all more than double the schoolwide average. LTELs showed a particularly sharp increase in suspensions, rising 9.8 points to 11.6%. These patterns point to continued urgency around Tier I and II behavioral support, restorative practices, and the relationship between family engagement, school connectedness, and student behavior outcomes.

Graduation rates remain relatively strong at 93.5% schoolwide, though the rate for Students with Disabilities declined by 5.1 points to 87.7% — a trend that warrants monitoring and early intervention in 2026–2027.

In 2026–2027, the school will build on the Local Indicator progress by sustaining and deepening multilingual, culturally responsive family engagement strategies, with a particular focus on LTEL families, families of students with disabilities, and 9th- and 10th-grade cohorts — the populations most closely correlated with chronic absenteeism and behavioral referrals.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

School Goals: By June 2027, San Leandro High School will increase the percentage of students classified as "Prepared" on

the College/Career Indicator (CCI) from 52.8% to 60%, as measured by the California School Dashboard. This will be achieved by expanding A-G completion support and improving CAASPP scores by 5%, with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

ALL FACULTY: Site administration, along with the Instructional Leadership Team and staff, will define what collaboration means to SLHS and implement a plan and strategies for effective collaboration.

Whole School: SLHS will improve English language proficiency for English Learners by fully implementing English Language Learner Strategies in all classes.

Math: The Math Department will increase the percentage of A-G eligible students through targeted interventions, thereby reducing D/F rates in math courses and increasing the number of students who complete Algebra II with a grade of C or better.

ELA & ELD: To improve student performance in English Language Arts (ELA), all ELA classes will administer at least one CAASPP-aligned Interim Assessment Block (IAB) each semester to monitor student progress and inform instruction.

Identified Need: Review of College and Career Readiness Indicators

The 2025 California School Dashboard reflects a significant positive shift in College and Career Readiness at San Leandro High School, with the schoolwide rate rising 13.7 percentage points to 52.8% of students rated "Prepared," reversing the prior year's decline. This growth is encouraging and reflects the impact of expanded A–G support and increased access to multiple postsecondary pathways. However, substantial gaps persist among key student subgroups, and the gains are uneven, requiring continued targeted action.

The most significant disparities remain among English Learners (29.1% Prepared, up 9.1 points), Students with Disabilities (17.3% Prepared, up 5.8 points), and Long-Term English Learners (31% Prepared, up 13.4 points). While all three groups showed improvement, they continue to lag well behind the schoolwide rate, signaling that access to college and career pathways remains inequitable for SLHS's most underserved populations. African American students improved significantly, up 13.4 points to 32.4%, a trend worth sustaining and deepening through continued, targeted support.

Hispanic/Latino students, who represent the school's largest subgroup and the majority of LTELs, gained 13 points in College and Career Readiness (to 46%), approaching the schoolwide rate. However, this progress must be understood

alongside concurrent declines in ELA (–19.6 points) and Math (–19.8 points) for this same group, indicating that while more Hispanic students are meeting CCI criteria, foundational academic proficiency gaps are widening and require parallel attention.

In response to staff feedback, this goal continues to be framed around the College and Career Indicator rather than A–G completion alone, ensuring it reflects an inclusive definition of postsecondary readiness that encompasses multiple pathways and invites meaningful participation across all departments. Moving forward, the plan prioritizes sustaining CCI momentum while closing the underlying ELA and Math gaps, particularly for Hispanic/Latino students, LTELs, English Learners, and Students with Disabilities, so that College and Career Readiness reflects genuine academic preparation rather than just access to pathways.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELA.1	Provide training on CAASPP Interim Assessments	Interim and Practice Assessments are given at least once a semester.	Staff Meeting Agenda Lesson Plans incorporate skills connected to the assessment	LCAP \$32,000 Materials ELA/Math
ELA.2	Department Collaboration to administer and review Interim CAASPP assessments.	Review Interim Results with the collaboration team to guide instruction.	Argumentative writing across content areas Collaboration Team Agenda Unit and lesson plans	
ELA.3	Admin and Department Chair learning walks of ELA classrooms	Learning outcomes align with grade-level standards that are posted and reviewed throughout the lesson.	Learning Walk Data Sheets Staff familiar with the CORE Rubric	Unrestricted- 100K Department Budgets

ELD.1	Gather information from staff surveys regarding familiarity with the ELD framework.	Self-Assess on ELD Framework and best practices.	Survey Questions Survey Responses	
ELD.2	Provide PD to familiarize with/ ELD Framework	ILT and Depts develop focal strategies for their departments and implementation	PD Agenda Collab Agenda	Unrestricted 25K Conferences
ELD. 2	With ILT, 2-5 anchor strategies will be established to support ELD instruction in all departments.	Practice and integrate appropriate Anchor Strategies in lessons. Review student progress using these strategies.	Anchor Strat Doc	Unrestricted 100K Supplies whole school
ELD.4	Conduct Learning Rounds across content, looking at ELD Anchor Strategies.	Reflect on their understanding of the ELD Framework Teachers use anchor strategies every day in their classrooms and understand how these support students.	Learning walk data PD calendar	Unrestricted 25K Substitutes
Math.1	Create Grade Recovery Classes embedded into the school day.	Monitor student progress in Grade Recovery classes	Master Schedule	Unrestricted 18,676 Licences
Math.2	Implement a Targeted Tutoring program	Recommend students for targeted math support such as math lab	Tutoring Rosters COST Referrals	Title 1, 10K Math Tutoring group
Math.3	Provide collaboration time for the Math Dept to	Develop interventions for students earning Ds and Fs	Collab Agendas Department Agendas	Title 1, 10k Intervention

	identify supports for students with D or Fs		Intervention Resources/Tools	Resources
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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Scores	All Students: 35.5 pts ELs: 131.9 pts LTELs: 135.6pts SEC Dis: 54.7 Students with/ Disabilities: 160.3	All Students: 30pts ELs: 120pts LTELs: 125pts Sec Dis: 45pts Students with/ Disabilities: 150pts
ELPAC Scores		55% Grow 1 Level 0% Decrease in a Level
Math D/F Rates	Algebra 1 CP- 23.5% Algebra 2/Trig - 24.7% Geometry 21.5 %	Decrease Math D/F rates by 10% in Algebra 1, 2, and Geometry

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness

School Goal #2: San Leandro High School will strengthen school climate, trust, and community connectedness by enhancing Tier I and II behavioral supports. The school will implement consistent, culturally responsive behavior practices to promote positive classroom environments and reduce exclusionary discipline. Success will be measured by a decrease in challenging behaviors, repeated infractions, and improved results on the California Healthy Kids Survey related to student safety, belonging, and relationships with adults on campus.

Identified Need:

The 2025 California School Dashboard shows a schoolwide suspension rate of 4.9%, a 0.6-point increase from the prior year, with deeply inequitable patterns across student subgroups that underscore the urgency of strengthening behavioral support systems in 2026–2027.

Students with Disabilities have the highest suspension rate at 11.2%, up 3.2 points, creating a disparity compared to other groups on the Dashboard. Long-Term English Learners saw the sharpest single-year increase, with suspensions rising 9.8 percentage points to 11.6%, a trend that likely reflects the intersection of language-access barriers, academic frustration, and insufficient Tier II supports for this population. English Learners overall saw suspension rates rise 7.4 points to 9.1%. African American students, while showing a modest 1.6-point improvement, remain suspended at 10.2% — more than double the schoolwide rate. These figures collectively point to a behavioral support system that is not yet consistently reaching or serving the students who need it most.

Positively, the school met the Parent and Family Engagement Local Indicator for the first time in 2025, and stakeholder input continues to affirm the importance of this work. However, staff and families have identified an ongoing need for greater transparency in accountability, clearer, more consistent implementation of tiered behavior interventions, and stronger measures to assess students’ sense of connection, safety, and belonging — particularly for 9th-grade students, who historically have the highest referral rates during their transition year.

To meet this need, the goal prioritizes deepening Tier I strategies that equip all staff to build trusting, culturally responsive relationships with students, maintain consistent and equitable behavioral expectations, and reduce reliance on exclusionary discipline. For subgroups showing the most significant increases in suspensions: Students with Disabilities, LTELs, and English Learners. The plan will also strengthen Tier II interventions that address the underlying academic, linguistic, and social-emotional factors contributing to behavioral escalation. These foundational efforts are essential to ensuring every student feels safe, respected, and fully engaged in their learning experience.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
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2.0	Create a committee of teachers, students, staff, and parents to revise our mission and vision of SLHS with actionable learning goals	Participate in school-wide surveys of mission and vision creation, give feedback, and contribute to actionable learning goals	Mission and vision/ goal statement Agendas for committee meetings	25K consultants & Teacher Hourly Unrestricted 50K
2.1	Create a Campus Culture Club to identify areas of need.	Provide feedback on campus culture needs	Staff Meeting Agenda Dept Meeting Agendas Office Referrals Campus Supervisor Agendas	
2.2	Develop in-class Tier I and Tier II strategies to meet student needs with clear expectations and supports.	Have a clear understanding of classroom management. Align Tier 1 practices across classrooms to create strong routines and predictability.	Student and Staff Walkthroughs of the classroom with data collection	Title 1, 5k Staff release time
2.3	Facilitate grade-level meetings to support focal students, align behavior expectations, supports, and intervention to support students and families.	Set clear classroom agreements Hold high expectations for all students Consistent implementation of classroom management (relationships)	Grade Level Meeting Agendas Training for Grade Level Leads Community Communication about Handbooks	Title 1, 5k Release Time Grade Level Leads
2.4	Facilitate the development of a culturally responsive behavior expectations matrix through the School Climate Team. Schedule site-wide rollout at the beginning of each	Teach, model, and reinforce school-wide behavior expectations within classrooms. Implement daily/weekly routines that recognize positive behaviors.	Completed training logs and agendas.	Title 1, 15 K Student after school support groups

	semester.			
2.5	Provide ongoing professional development on MTSS-aligned Tier I strategies.	Participate in Tier I training and professional learning communities focused on relationship-building and classroom management.	Decrease in minor behavior referrals. Increase in positive behavior recognition. PD agendas	Title 1, 20k Partnership with an organization focused on training MTSS/ SWPBIS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
E-Referral Data	520 Referrals 32% are for breaking class rules	10-15% decrease to 450 referrals.
Detention Data	Approximately thirty students are receiving detention each week. An average of ten repeat students receive detention multiple times.	Reduce the number of students assigned to detention each week by 10–15% by focusing on reducing repeat offenses through proactive behavioral supports and interventions.
Suspension Data	A total of 183 suspensions have been issued this school year.	10–15% reduction in suspensions through strengthened Tier I and II supports, with an emphasis on restorative practices and

		proactive behavior interventions.
Classroom Period Attendance	Approximately 20% of students have accrued more than 10% of their periods as unexcused absences (60 or more periods).	Reduce to no more than 10% of students, through targeted attendance interventions, improved Tier I engagement strategies, and strengthened family outreach.

Goal 3

LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement

School Goal: Strengthen family engagement by expanding outreach, improving communication, and creating more inclusive opportunities for families to connect and participate in school life. Efforts will focus on building trust, elevating family voice, and fostering strong partnerships to support student success. Progress will be measured through increased family participation and improved feedback on engagement surveys.

Identified Need: The 2025 California School Dashboard marks a meaningful milestone for San Leandro High School: the Parent and Family Engagement Local Indicator has moved to Met, reflecting the intentional investments made over the past year in multilingual outreach, culturally responsive events, and expanded family access to decision-making spaces. This shift affirms that the strategies put in place are gaining traction and should be sustained and deepened — not treated as a finished goal.

Despite this progress, Dashboard and local data continue to reveal engagement gaps with direct consequences for student outcomes. Chronic absenteeism remains disproportionately high among English Learner and Students with Disabilities subgroups — populations whose families have historically reported the least connection to school communication and events. Suspension rates for these same groups increased significantly in 2025 (EL suspensions up 7.4 points; SWD up 3.2 points; LTEL up 9.8 points), reinforcing the research-based connection between family disconnection, reduced student belonging, and increased behavioral escalation. Academic indicators for EL and Socioeconomically Disadvantaged students in ELA and Math also declined, underscoring that engagement gaps are not merely relational — they have measurable academic consequences.

California School Dashboard:

Family Engagement: Met (Local Indicator): improved from Not Met in 2024

Chronic Absenteeism: Disproportionately high for EL and SWD subgroups

Academic Indicators: Continued decline in ELA and Math for EL, LTEL, and Hispanic/Latino students

Suspension Rate: Sharp increases for EL (+7.4 pts), LTEL (+9.8 pts), and SWD (+3.2 pts)

School Accountability Report Card:

Family involvement data continues to reflect uneven turnout at academic nights, ELAC, and SSC events. Gaps in access to school information and academic resources persist, particularly among non-English-speaking families, whose students are disproportionately represented in the subgroups showing the greatest academic and behavioral declines.

Local Data Sources:

Site-based surveys, family attendance at school events and advisory meetings, and teacher and staff feedback consistently indicate that families feel under-informed about academic pathways, graduation requirements, and available student supports — and are not yet fully represented in school decision-making structures.

Educational Partner Involvement:

Input gathered from the English Learner Advisory Committee, School Site Council, family and student surveys, and informal family input at Back-to-School Night, conferences, Coffee Chats, and family events surfaced the following themes:

Need for sustained and expanded multilingual communication across all channels.

Desire for culturally inclusive events that reflect the identities and schedules of SLHS's diverse families

Requests for greater clarity on academic pathways, A-G requirements, graduation requirements, and student support services — particularly for families of EL and LTEL students

Need to build trust and deepen access to decision-making spaces, especially for families whose students are experiencing the greatest academic and behavioral challenges

Recognition that meeting the Local Indicator is a foundation, not a finish line — sustained investment is required to convert engagement milestones into durable family-school partnerships that improve student outcomes

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1	Develop and Publish Calendars for School Events before the beginning of the year.	Review the School Calendar quarterly, with classes in the morning announcements.	Updated school calendar	Translation \$11,437
3.2	Pilot SLHS Ignite: Inspire, Grow, Navigate, Integrate, Thrive, Excel	Attend First Ignite BBQ	Invitation List and Turnout Roster	Cost TBD
3.3	Designate time during collaboration days for staff to connect with families, focusing on sharing positive updates and strengthening home-school relationships.	Participate by calling all families in a designated period.	Rosters with/ Phone calls and notes	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS Survey	CHKS caring adult relationships 28%	Increase the caring adult relationship indicator by 10%

SSC Participation	Makeup of SSC: Principal, three teachers, two parents, two students, and two classified members.	5-10 family members are involved in each meeting.
ELAC Participation	3 Officers consistently participate	5-10 family members are involved in each meeting
College and Career Information Events	N/A	Participation Data will be collected in the 25-26 school year
Back to School Night	Some departments had 100% representation some had 50% representation. No means to recognize how many families were present.	100% of Teachers Present 300 Families Present
Open House Night	Some departments had 100% representation some had 50% representation. No means to recognize how many families were present.	100% of Teachers Present 300 Families Present

Annual Review

SPSA Year Reviewed: 2025-26

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 in achieving the articulated goal.

With a new administrative team in place, this school year focused on building a strong foundation rooted in trust, collaboration, and shared purpose. The team prioritized developing positive relationships with staff and gaining a deep understanding of site systems and school culture. In partnership with staff, we created and refined systems to support a more positive and inclusive school environment. Additionally, we successfully implemented a new CAASPP testing protocol, increasing efficiency and alignment with student needs. These efforts have laid the groundwork for continued growth and improvement in the years ahead.

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

This year, the administrative team focused on building a baseline understanding of San Leandro High School's systems, structures, and student data. This included reviewing academic, behavioral, and attendance trends and understanding how current practices impact outcomes for all students. By engaging in ongoing data analysis and collaborating with staff across departments, we began identifying areas of strength and opportunities for improvement. This foundational year has positioned us to make more informed, equity-driven decisions moving forward.

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.

As we move forward, San Leandro High School is committed to creating a site-based professional development calendar that prioritizes structured collaboration time. Our focus will include regular opportunities for teachers to analyze student data and student work, engage in peer observations, and reflect on instructional practices. We also plan to share relevant data with

teachers, staff, students, and families to promote transparency and engage the entire school community in meaningful cycles of continuous improvement.

Proposed School Site Budget

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

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
\$247,540	\$172,640	\$32,000	\$35,000	\$375,000	\$10,457	0	
403	320	001	112	133	155	001	
\$247,540	\$172,640	\$32,000	\$35,000	\$375,000	\$10,457	n/a	\$872,637

DESCRIPTION

Total Funds Provided to the School Through the Consolidated Application [This amount is the total funding provided to the school through the ConApp for the school year.] The school year means the fiscal year for which an SPSA is adopted or updated.]

Total Federal Funds Provided to the School from the

AMOUNT

\$872,637
\$172,640

LEA for CSI [Not applicable for ATSI schools – write “N/A”]

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA [This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.]

\$699,997

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 (\$)
Title I	\$172,640

Subtotal of additional federal funds included for this school: \$25,000

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 (\$)
Unrestricted	\$247,540
LCAP Initiatives	\$32,000
Secondary Graduation	\$35,000
Secondary Athletics	\$375,000

Translation Budget	\$10,457
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Total of federal, state, and/or local funds for this school: \$872,637

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 are selected by the pupils attending the school. The current make-up of the SSC is as follows:

Name	Role
Moses Santos	SSC Chair
Mason Rashid	Vice-Chair
Martha Franco	Secretary
Luisa Carlos Castro	ELAC Representative
Maite Barloga	Principal
Tyson Nichols, Maurice Seaty, Ann Albright	Teacher Representatives
Steven Tapia, Luisa Carlos Castro	Student Representatives

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 by district governing board policy and state law.

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

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

Name	Signature	Committee
Evelyn Afusia	<i>Evelyn Afusia</i>	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, and coordinated plan to achieve the stated school goals and improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on

Name	Signature	Date	Role
Moses Santos	<i>Moses Santos</i>	2026-06-08	SSC Chairperson
Maite Barloga	<i>Maite Barloga</i>	2026-06-08	Principal

Audit trail

Details

FILE NAME SLHS 2026-27 SPSA v1 - 6/2/26, 4:52 PM

STATUS ● Signed

STATUS TIMESTAMP 2026/06/04
16:19:31 UTC

Activity



SENT

cstobing@slusd.us **sent** a signature request to:

- EVELyn Afusia (eafusia@slusd.us) 2026/06/02 23:53:22 UTC
- Moses Santos (moses_santos@senecacenter.org)
- Maite Barloga (mbarloga@slusd.us)



SIGNED

Signed by Moses Santos (moses_santos@senecacenter.org) 2026/06/04 02:19:55 UTC



SIGNED

Signed by EVELyn Afusia (eafusia@slusd.us) 2026/06/04 16:19:31 UTC



SIGNED

Signed by Maite Barloga (mbarloga@slusd.us) 2026/06/03 15:28:04 UTC



COMPLETED

This document has been signed by **all** signers and is **complete** 2026/06/04 16:19:31 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.