San Leandro High School

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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

San Leandro Unified School District
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Dr. Zarina Zanipatin
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Dr. Kevin Collins
**Assistant Superintendent
Business & Operations**

School Description

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

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

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

San Leandro High School will continue to challenge and motivate each student to achieve his or her full potential as a responsible member of our diverse community and society. We offer a positive safe learning environment that promotes intellectual growth, health, creativity, and respect for self and others. Our vision is to model excellence and encourage academic achievement and personal success for all our students. At San Leandro High School students are prepared to be productive members of society. Students will be pushed to access their highest level of success whether that be a 4-year college, community college to four-year college transfer, or vocational or trade school admittance. Each will develop a "ten-year" career plan which will outline a detailed pathway to help them transition to their next steps beyond high school.

San Leandro High School is committed to building the capacity of staff, families, students and the community to establish partnerships that strengthen student learning and improve our school environment. We invite our families and community members to partner with us to ensure the success of all our students and the community at large. Additionally, San Leandro High focuses on infusing our school virtues throughout our student body and staff to help foster character development and positive school culture.

Our guiding community virtues are as follows:

- We are lifelong learners.

- We are leaders in training.

- Don't be part of the problem. Be part of the solution.

- Failure is not an option.

- Discipline yourself so no one else has to.

- Stay calm at all times.

- If you have a goal nothing is impossible.

- We come from greatness.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	717
Grade 10	744
Grade 11	612
Grade 12	638
Total Enrollment	2,711

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	14.8
American Indian or Alaska Native	0.1
Asian	15.5
Filipino	8.6
Hispanic or Latino	47.4
Native Hawaiian or Pacific Islander	1.5
White	7.7
Two or More Races	3.6
Socioeconomically Disadvantaged	59.6
English Learners	19.6
Students with Disabilities	14.7
Foster Youth	0.3
Homeless	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for San Leandro High	18-19	19-20	20-21
With Full Credential	125.3	126	125
Without Full Credential	2	4	4
Teaching Outside Subject Area of Competence	1	1	0

Teacher Credentials for San Leandro Unified	18-19	19-20	20-21
With Full Credential	♦	♦	433
Without Full Credential	♦	♦	13.67
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at San Leandro High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 15, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of August 2020 are illustrated in the chart.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill English Language and Composition, AP - The Language Composition Adopted 2018 Bedford Freeman and Worth English Language and Composition, AP - Literature and Composition Adopted 2018 Bedford Freeman and Worth **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Eureka Math Adopted April 2016 Great Minds Statistic, AP - Stats Modeling the World Adopted 2015 Pearson AP Calculus AB and BC - Calculus Adopted 2007 Pearson **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Science I – Physical Science Science II – Biology Adopted 2007 Prentice Hall Forensic Science – Forensic Science for High School Adopted 2007 Kendall/Hunt Physics, AP – Physics

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted 2012 Brooks/Cole Cengage Learning) Physics, CP and Honors – Conceptual Physics Adopted 2012 Conceptual Physics Biology, AP – AP Biology Physiology, CP & Honors – Essentials of Anatomy and Physiology Adopted 2007 Pearson/Benjamin Cummings Chemistry, CP – Modern Chemistry Adopted 2007 Holt, Rhinehart & Winston Chemistry, AP – Chemistry Adopted 2007 Houghton Mifflin General Science – Gateway to Science: Vocabulary and Concepts Special Ed. Science – Gateway to Science: Vocabulary and Concepts Adopted 2007 Thomson Heinly **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0.0%
History-Social Science	Grade 10 World History - Modern World History: Patterns of Interaction Grade 11 U.S. Hisotry – The Americans: Reconstruction to the 21st Century Grade 11 U.S. History AP: American Pagent 2006 McDougal Littell Grade 12 Government - American Government (Holt, 2003) Grade 12 Economics CP - Economics (Holt, 2006) Sociology - Sociology 2006 Holt Psychology – Understanding Psychology 2006 Glencoe Ethnic Studies – Racial and Ethnic Groups 2006 Prentice Hall Grade 12 Economics Honors - Economics (Glencoe, 2001) Government, AP - Government in America (Pearson, 2014) World History, AP - The Earth and Its Peoples (Cengage, 2014) Micro and Macro Economics, AP - Principles of Economics (Cengage, 2018) **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Foreign Language	Realidades: Spanish I-III Conexiones: Spanish IV and AP 2003 Prentice Hall Tu Mundo: Spanish Speakers I-II Nuestro Mundo: Spanish Speakers I-II 2003 McDougal Littell Allex Viens I-III: French I-III Bonne Continuation: French IV & AP 2003 Holt, Rhinehart & Winston Abriendo Paso: Spanish AP (Pearson, 2014) Una Vez Mas: Spanish AP (Longman, 1993) Integrated Chinese: Chinese I-III (Cheng & Tsui, 2009) **The textbooks listed are from most recent adoption:** **Percent of students lacking their own assigned textbook:**	 Yes 0.0%
Health	Glencoe Adopted 2004 **The textbooks listed are from most recent adoption:** **Percent of students lacking their own assigned textbook:**	 Yes 0.0%
Visual and Performing Arts	Davis Publications Adopted 2008 **The textbooks listed are from most recent adoption:** **Percent of students lacking their own assigned textbook:**	 Yes 0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

San Leandro High School was originally constructed in 1947 and is currently comprised of 95 permanent classrooms, a library, a staff lounge, a multi-purpose/cafeteria room, three computer labs, a gymnasium, and an athletic field. The Fred T. Korematsu campus was completed in Fall 2010. A new Arts Education Center, with a 550 seat theater, was completed in Spring 2011. The school's Career Technical Education Center was completed in Summer 2012, which includes state-of-the-art industrial arts programs and equipment.

Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/21/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	57	N/A	42	N/A	50	N/A
Math	19	N/A	29	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	22	N/A	22	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Parents and the community are very supportive of the education program at San Leandro High School. Parents may participate in the School Site Council (SSC), the English Language Advisory Committee (ELAC), the Boosters Club, Site Parent Volunteers, and the United Parents of San Leandro High School. During Virtual Learning SLHS hold Principal Connection via zoom to get parent feedback/input. Every first Thursday of the month SLHS holds a Parent and Community Engagement Forum to get parent input/feedback.

San Leandro High School has partnerships with the following community organizations and businesses: Eden Area ROP, the Chamber of Commerce, San Leandro Hospital, Chabot College, SLED, Rotary, and Lion's Club.

Contact Information
Parents who wish to participate in San Leandro High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4600.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- • Pupil suspension rates;
- • Pupil expulsion rates; and
- • Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern of San Leandro High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated every fall by the administration, evacuation procedures are updated and reviewed with the staff and practiced each fall and spring with the students. The safety plan is reviewed by the School Site Council in February and approved in March of each school year. The key elements of the School Site Safety Plan include disaster plans and drills. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year.

To ensure student safety, staff members supervise students regularly and at all times. Any visitors to the campus are required to check-in at the principal's office.

Providing as much in-person live instruction that can be safely delivered is a priority of the district and community. SLUSD will follow guidelines from the California Department of Education, California Department of Public Health, Centers for Disease Control (CDC), The Alameda County Public Health Department, Alameda County Office of Education, and the Governor's office to plan for in-person scenarios when safe to do so this school year. District leadership and union leadership is continuously engaging in re-opening meetings to prepare for in-person instruction. Currently, SLUSD has plans to re-open in three phases:

1. 100% distance learning
2. Cohorts of students attending in-person in small groups and /or hybrid model, and
3. Full in-person instruction.

Regardless of the model, we recognize that students will need additional support to recover from any learning loss and tiered intervention in both academic and social-emotional support.

This school year, students will participate in daily live instruction (synchronous) with teachers and support staff. They will also have flexible time to work online or offline on instructional activities and assignments constructed by their teachers (asynchronous).

As we prepare to re-open our schools in phases, SLUSD is committed to following Alameda County's established safety guidelines when bringing students back to the classroom. Appropriate safety measures will include physical distancing, self-screening/active screening, specific classroom safety procedures, hand washing/sanitizing, and face-covering procedures. Additionally, SLUSD will provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classrooms have been rearranged to meet the requirements of physical distancing, and schools will be implementing outdoor activities for students that meet safety guidelines.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.2	6.4	5.6	5.2	3.5	3.5
Expulsions	0.0	0.1	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.4	3.4	
Expulsions	0.1	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	451.8

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	0.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	28	20	24	53	24	43	43	31	27	31	45	34
Mathematics	30	8	39	30	27	19	39	28	31	19	29	40
Science	28	7	70		25	16	74		28	12	66	5
Social Science	30	10	18	43	23	27	46	21	26	22	26	37

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Teachers are provided multiple opportunities for staff development throughout the year. Every Wednesday morning, teachers participate in 55 minutes of collaboration time within their departments or interdepartmental groups to further the department or schoolwide goals. In addition, during this collaboration time, teachers voluntarily visit their colleague's classes to observe common and unique practices to improve instruction.

A team of teachers were trained in utilizing the Professional Learning Community format to support our efforts to improve the academic success of all of our students.

District-supported professional development includes preparing English and Math teachers to understand and begin implementing new Common Core Standards, NGGSS, Assessing Student Learning Accurately, Grading for Equity, and Project Based Learning. Due to the pandemic and distant learning we have held all of our staff development virtually.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$63,460	$49,782
Mid-Range Teacher Salary	$87,625	$76,851
Highest Teacher Salary	$115,855	$97,722
Average Principal Salary (ES)	$137,277	$121,304
Average Principal Salary (MS)	$145,760	$128,629
Average Principal Salary (HS)	$168,919	$141,235
Superintendent Salary	$337,201	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,986.64	$2,142.20	$5,844.44	$96,634.08
District	N/A	N/A	$5,950.42	$91,590
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.8	7.0
School Site/ State	-24.9	21.3

Note: Cells with N/A values do not require data.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Tobacco Use Prevention Education (TUPE)
- California Partnership Academy (CPA)
- Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)
- Title IV, Part A, Student Support and Academic Enrichment
- K-12 Strong Workforce Program (SWP) Grant
- Youth Reinvestment Grant Program (YRG)

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for San Leandro High School	2016-17	2017-18	2018-19
Dropout Rate	6.4	3.5	6
Graduation Rate	88.7	94.2	92.1

Rate for San Leandro Unified School	2016-17	2017-18	2018-19
Dropout Rate	8.5	5.7	9.4
Graduation Rate	86.4	91.2	89

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1716
% of pupils completing a CTE program and earning a high school diploma	78.4
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	45

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.57
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	43.96

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	5	N/A
Social Science	7	N/A
All courses	33	17.9

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

San Leandro High School Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills individuals need to prepare for further education and for careers in current or emerging employment sectors. The table displays questions and answers about student participation in San Leandro High School's Career Technical Education (CTE) programs. In addition Starting in the tenth grade, students can select to apply to three "smaller schools within a school" academies. 15% of our students are enrolled in an academy. In 2019-20, we have 150 in the San Leandro Academy for Multimedia (SLAM), 116 in Business Academy (BA), and 96 in the Social Justice Academy (SJA).

As part of the 2017-18 Redesign and the District's Strategic Initiative to increase College and Career Readiness, starting in the 9th grade, all students take a College and Career Readiness course that is based on the Get Focused, Stay Focused curriculum.   Students create a ten year plan and formally present it 1:1 to adults from the district, site, or in industry at the end of the semester. The plan is online and is intended to be revisited each year of their high school career. The current plan is for English Teachers to support a revisit of this plan in tenth, eleventh, and twelfth grade. The course is UCOP "g" approved and is articulated with Chabot College. Students who earn an A or a B in the course are eligible to receive Chabot College credit. Starting in the tenth grade, all students can select from several career pathway courses.

Career Pathway Options:
Biomedical Health - Medical Chemistry, Physiology, Sports Medicine
Advanced Manufacturing - CAD, Machine Tech I, Metal II
Information Communication and Technology Intro to Computers, AP Computers, AP Computer Principles
Digital Media – Slam or Graphic Arts, Studio 2D Design, Video Production
Public Service and Law - Oral Interpretation or School of Social Justice (SJA)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.