

San Leandro High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	San Leandro High School
Street	2200 Bancroft Ave.
City, State, Zip	San Leandro, CA 94577
Phone Number	(510)618-4600
Principal	Reginald Richardson, Ed.D & Ronald Richardson, Ed.D.
Email Address	regrichardson@slusd.us, ronrichardson@slusd.us
School Website	https://www.slusd.us/slhs/
County-District-School (CDS) Code	01-61291-0137588

2021-22 District Contact Information

District Name	San Leandro Unified School District
Phone Number	(510)895-4199
Superintendent	Dr. Michael McLaughlin
Email Address	mmclaughlin@slusd.us
District Website Address	https://www.slusd.us/

2021-22 School Overview

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 equity-based grading that reflects student learning and content mastery. Create a school culture where grading is fair throughout all the subject areas and transparent to all students and parents.
- -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

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	692
Grade 10	697
Grade 11	683
Grade 12	625
Total Enrollment	2,697

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	15.8
Black or African American	14.5
Filipino	7.6
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	1.4
Two or More Races	4.2
White	7.7
English Learners	19.9
Foster Youth	0.3
Homeless	1
Socioeconomically Disadvantaged	61
Students with Disabilities	15.2

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	101.4	83.8	380.4	89.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	0.9	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	1.9	4.6	1.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	2.6	9.9	2.3	12115.8	4.4
Unknown	14.2	11.7	25.0	5.9	18854.3	6.9
Total Teaching Positions	121.0	100.0	424.1	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.2

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.7
Local Assignment Options	2.3
Total Out-of-Field Teachers	3.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.3

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 14, 2021, 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 2021 are illustrated in the chart.

Year and month in which the data were collected	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync Adopted 2018 McGraw Hill	Yes	0.0%
	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		

Mathematics	<p>Eureka Math Adopted April 2016 Great Minds</p> <p>Statistic, AP - Stats Modeling the World Adopted 2015 Pearson</p> <p>AP Calculus AB and BC - Calculus Adopted 2007 Pearson</p>	Yes	0.0%
Science	<p>Miller Lavin Experience Biology: The Living Earth - CA Ed Savvas Adopted 2020</p> <p>Mastering Biology with Pearson (11 ed.) Savvas Adopted 2020</p> <p>Experience Chemistry - CA Ed. Savvas Adopted 2020</p> <p>Experience Physics Savvas Adopted 2020</p> <p>Environmental Science - Your World, Your Turn Savvas Adopted 2020</p> <p>Living by Chemistry BFW (Bedford, Freeman & Worth) Adopted 2020</p> <p>AP Chemistry McGraw-Hill Adopted 2020</p> <p>Anatomy & Physiology McGraw-Hill Adopted 2020</p> <p>College Physics for the AP BFW (Bedford, Freeman & Worth) Adopted 2020</p> <p>Exploring Environmental Science for AP NatGeo - Cengage Adopted 2020</p> <p>Forensic Science for HighSchool (3rd Ed.) Kendall-Hunt Adopted 2020</p> <p>Sports Medicine Essentials: Core Concepts In Athletic Training & Fitness McGraw-Hill Adopted 2020</p>	Yes	0.0%

History-Social Science	<p>World History - National Geographic World History Voyages of Exploration Cengage (Nat Geo) Adopted 2020</p> <p>US History - California U.S. History America Through the Lens Cengage (Nat Geo) Adopted 2020</p> <p>Government - The Challenge of Democracy Cengage (Nat Geo) Adopted 2020</p> <p>Economics - Contemporary Economics Cengage (Nat Geo) Adopted 2020</p> <p>Sociology - Sociology in Our Times (11th Ed.) Cengage (Nat Geo) Adopted 2020</p> <p>Psychology - Introduction to Psychology: Gateways to Mind and Behavior Cengage (Nat Geo) Adopted 2020</p> <p>Give Me Liberty (6th Ed.)Voices of Freedom - Vols. 1 & 2 WW Norton Adopted 2020</p> <p>Government, AP - Government in America (Pearson, 2014)</p> <p>World History, AP - The Earth and Its Peoples (Cengage, 2014)</p> <p>Micro and Macro Economics, AP - Principles of Economics (Cengage, 2018)</p>	<p>Yes</p>	<p>0.0%</p>
Foreign Language	<p>Senderos Vista Higher Learning Adopted 2020</p> <p>Entre Culturas Wayside Adopted 2020</p> <p>Gramatica Guera Publishing Adopted 2020</p> <p>AP French - Allonsau-dela! Savvas Adopted 2020</p> <p>Reading Into New China - Vol. 1 Go Far with Chinese - Vols. 2 & 3 Cheng & Tsui Adopted 2020</p>	<p>Yes</p>	<p>0.0%</p>

Health	Essential Health Goodheart-Wilcox Adopted 2020	Yes	0.0%
Visual and Performing Arts	Davis Publications Adopted 2008	Yes	0.0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

08/09/2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	663	NT	NT	NT	NT
Female	334	NT	NT	NT	NT
Male	329	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	112	NT	NT	NT	NT
Black or African American	94	NT	NT	NT	NT
Filipino	54	NT	NT	NT	NT
Hispanic or Latino	300	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	36	NT	NT	NT	NT
White	56	NT	NT	NT	NT
English Learners	111	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	387	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	663	NT	NT	NT	NT
Female	334	NT	NT	NT	NT
Male	329	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	112	NT	NT	NT	NT
Black or African American	94	NT	NT	NT	NT
Filipino	54	NT	NT	NT	NT
Hispanic or Latino	300	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	36	NT	NT	NT	NT
White	56	NT	NT	NT	NT
English Learners	111	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	387	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Assessments Student Groups	STAR Assessment s Total Enrollment	STAR Assessment s Number Tested	STAR Assessment s Percent Tested	STAR Assessment s Percent Not Tested	STAR Assessment s Percent At or Above Grade Level
All Students	732	469	64.07%	35.93%	29.64%
Female	365	248	67.95%	32.05%	33.70%
Male	367	221	60.22%	39.78%	25.61%
American Indian or Alaska Native	*	*	*	*	*

Asian	116	87	75%	25%	45.69%
Black or African American	114	71	62.28%	37.72%	21.05%
Filipino	58	39	67.24%	32.76%	27.59%
Hispanic or Latino	338	204	60.36%	39.64%	25.44%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	32	19	59.38%	40.63%	31.25%
White	55	39	70.91%	29.09%	45.45%
English Learners	126	69	54.76%	45.24%	7.14%
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	549	325	60%	40%	21%
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	91	36	39.56%	60.44%	12.09%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Assessments Student Groups	STAR Assessments Total Enrollment	STAR Assessments Number Tested	STAR Assessments Percent Tested	STAR Assessments Percent Not Tested	STAR Assessments Percent At or Above Grade Level
All Students	732	367	50.14%	49.86%	19.95%
Female	365	194	53.15%	46.85%	21.64%
Male	367	173	47.14%	52.86%	18.26%
American Indian or Alaska Native	*	*	*	*	*
Asian	116	58	50%	50%	33.62%
Black or African American	114	62	54.39%	45.61%	13.16%
Filipino	58	30	51.72%	48.28%	24.14%
Hispanic or Latino	338	151	44.67%	55.33%	14.50%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	32	17	53.13%	46.88%	25%
White	55	39	70.91%	29.09%	34.55%
English Learners	126	52	41.27%	58.73%	7.14%
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	NA	NA	NA	NA	NA

Socioeconomically Disadvantaged	549	325	60%	40%	15%
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	91	25	27.47%	72.53%	4.40%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	558	NT	NT	NT	NT
Female	285	NT	NT		
Male	273	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	96	NT	NT	NT	NT
Black or African American	83	NT	NT	NT	NT
Filipino	50	NT	NT	NT	NT
Hispanic or Latino	251	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	22	NT	NT	NT	NT
White	47	NT	NT	NT	NT
English Learners	67	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	321	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	NT	NT	NT	NT

2020-21 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.

One of our district's strategic initiatives is to increase College and Career Readiness at SLHS. 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 the 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)

Regional Occupational Programs (ROP) are offered in partnership with the Eden Area Regional Occupational Program. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,613
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	51.5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.51
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	6.0	4.4	3.6	9.4	5.6	9.6	9.0	8.9	9.4
Graduation Rate	92.1	90.6	95.1	89.0	88.8	89.1	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	576	548	95.1
Female	291	282	96.9
Male	285	266	93.3
American Indian or Alaska Native	--	--	--
Asian	99	94	94.9
Black or African American	85	82	96.5
Filipino	51	49	96.1
Hispanic or Latino	259	248	95.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	18	94.7
White	51	46	90.2
English Learners	102	86	84.3
Foster Youth	--	--	--
Homeless	12	9	75.0
Socioeconomically Disadvantaged	411	390	94.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	68	58	85.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2755	2720	351	12.9
Female	1360	1345	151	11.2
Male	1394	1374	200	14.6
American Indian or Alaska Native	9	9	2	22.2
Asian	428	427	18	4.2
Black or African American	406	401	67	16.7
Filipino	205	204	11	5.4
Hispanic or Latino	1319	1299	204	15.7
Native Hawaiian or Pacific Islander	41	40	6	15.0
Two or More Races	114	111	14	12.6
White	212	208	21	10.1
English Learners	558	546	84	15.4
Foster Youth	11	10	5	50.0
Homeless	27	27	13	48.1
Socioeconomically Disadvantaged	1713	1693	262	15.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	424	413	70	16.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.41	0.04	5.17	0.03	3.47	0.20
Expulsions	0.11	0.00	0.10	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.53	3.85	2.45
Expulsions	0.14	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.04	0.00
Female	0.00	0.00
Male	0.07	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.18	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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 front desk prior to going to their desired destination.

All SLUSD schools have uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff. In response to COVID-19, SLUSD will report all confirmed positive cases among personnel and students physically present at district schools and facilities during their infectious period for COVID-19. The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered to be two days prior to the testing date. Note that personnel includes contractors, substitutes, and others working at SLUSD schools and facilities. for the most up-to-date emergency and safety information and the district COVID-19 Resources and information visit <https://www.slusd.us/families-community/>.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	43	43	31
Mathematics	27	19	39	28
Science	25	16	74	
Social Science	23	27	46	21

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	31	45	34
Mathematics	31	19	29	40
Science	28	12	66	5
Social Science	26	22	26	37

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	27	14
Mathematics	27	11	18	14
Science	28	7	34	2
Social Science	29	8	14	18

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	539.4

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.2
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (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	\$94,805
Percent Difference - School Site and District	N/A	N/A	-1.8	1.9
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-36.4	17.5

2020-21 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
- Wellness Together Counseling
- 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)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,522	\$51,029
Mid-Range Teacher Salary	\$87,439	\$78,583
Highest Teacher Salary	\$119,620	\$99,506
Average Principal Salary (Elementary)	\$141,739	\$124,576
Average Principal Salary (Middle)	\$150,497	\$131,395
Average Principal Salary (High)	\$174,409	\$144,697
Superintendent Salary	\$354,061	\$240,194
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	13.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	5
Social Science	4
Total AP Courses Offered	17

Professional Development

Teachers are provided multiple opportunities for staff development throughout the year. Once a month teachers participate in departmental and/or course alike subject matter meetings to further the department and/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 we continue hold all of our staff development meetings virtually.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

San Leandro Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Leandro Unified School District
Phone Number	(510)895-4199
Superintendent	Dr. Michael McLaughlin
Email Address	mmclaughlin@slusd.us
District Website Address	https://www.slusd.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4626	2	0.04	99.96	--
Female	2265	0	0.00	100.00	--
Male	2361	2	0.08	99.92	--
American Indian or Alaska Native	--	--	--	--	--
Asian	751	0	0.00	100.00	--
Black or African American	549	0	0.00	100.00	--
Filipino	279	0	0.00	100.00	--
Hispanic or Latino	2304	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	53	0	0.00	100.00	--
Two or More Races	315	0	0.00	100.00	--
White	367	1	0.27	99.73	--
English Learners	1099	0	0.00	100.00	--
Foster Youth	20	0	0.00	100.00	--
Homeless	122	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3009	1	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	701	2	0.29	99.71	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4626	2	0.04	99.96	--
Female	2265	0	0.00	100.00	--
Male	2361	2	0.08	99.92	--
American Indian or Alaska Native	--	--	--	--	--
Asian	751	0	0.00	100.00	--
Black or African American	549	0	0.00	100.00	--
Filipino	279	0	0.00	100.00	--
Hispanic or Latino	2304	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	53	0	0.00	100.00	--
Two or More Races	315	0	0.00	100.00	--
White	367	1	0.27		--
English Learners	1099	0	0.00	100.00	--
Foster Youth	20	0	0.00	100.00	--
Homeless	122	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3009	1	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	701	2	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.