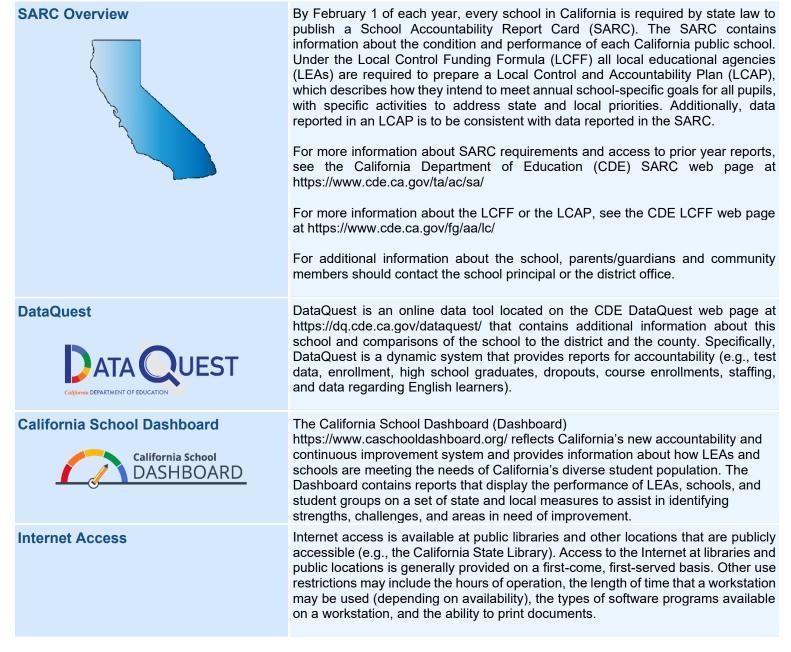# San Leandro High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.
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.
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.

2022-23 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

2022-23 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/

2022-23 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).
- -Prioritiizes 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 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

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	668
Grade 10	711
Grade 11	633
Grade 12	704
Total Enrollment	2,716

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	50.9
American Indian or Alaska Native	0.4
Asian	15.4
Black or African American	14.8
Filipino	6.9
Hispanic or Latino	48.0
Native Hawaiian or Pacific Islander	1.7
Two or More Races	4.1
White	7.8
English Learners	21.1
Foster Youth	0.3
Homeless	1.0
Migrant	0.0
Socioeconomically Disadvantaged	71.8
Students with Disabilities	15.8

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

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)	101.40	83.82	380.40	89.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	0.94	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.20	1.86	4.60	1.10	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.10	2.57	9.90	2.35	12115.80	4.41
Unknown	14.20	11.74	25.00	5.91	18854.30	6.86
Total Teaching Positions	121.00	100.00	424.10	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	103.10	85.84	363.50	84.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	4.17	20.90	4.89	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	1.06	10.00	2.36	11953.10	4.28
Unknown	10.70	8.91	28.30	6.61	15831.90	5.67
Total Teaching Positions	120.10	100.00	427.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.20	5.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.20	5.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.70	0.80
Local Assignment Options	2.30	0.40
Total Out-of-Field Teachers	3.10	1.20

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.30	12.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.80	8.80

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

2022-23 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
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	Yes	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	Yes	0.0%
Science	Miller Lavin Experience Biology: The Living Earth - CA Ed Savvas Adopted 2020 Mastering Biology with Pearson (11 ed.) Savvas Adopted 2020 Experience Chemistry - CA Ed. Savvas Adopted 2020 Experience Physics Savvas Adopted 2020 Environmental Science - Your World, Your Turn Savvas Adopted 2020 Living by Chemistry BFW (Bedford, Freeman & Worth) Adopted 2020 AP Chemistry McGraw-Hill Adopted 2020 Anatomy & Physiology McGraw-Hill Adopted 2020	Yes	0.0%

	College Physics for the AP BFW (Bedford, Freeman & Worth) Adopted 2020 Exploring Environmental Science for AP NatGeo - Cengage Adopted 2020 Forensic Science for HighSchool (3rd Ed.) Kendall-Hunt Adopted 2020 Sports Medicine Essentials: Core Concepts In Athletic Training & Fitness McGraw-Hill Adopted 2020		
History-Social Science	World History - National Geographic World History Voyages of Exploration Cengage (Nat Geo) Adopted 2020 US History - California U.S. History America Through the Lens Cengage (Nat Geo) Adopted 2020 Government - The Challenge of Democracy Cengage (Nat Geo) Adopted 2020 Economics - Contemporary Economics Cengage (Nat Geo) Adopted 2020 Sociology - Sociology in Our Times (11th Ed.) Cengage (Nat Geo) Adopted 2020 Psychology - Introduction to Psychology: Gateways to Mind and Behavior Cengage (Nat Geo) Adopted 2020 Give Me Liberty (6th Ed.)Voices of Freedom - Vols. 1 & 2 WW Norton Adopted 2020 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)	Yes	0.0%
Foreign Language	Senderos Vista Higher Learning Adopted 2020	Yes	0.0%

	Entre Culturas Wayside Adopted 2020 Gramatica Guera Publishing Adopted 2020 AP French - Allonsau-dela! Savvas Adopted 2020 Reading Into New China - Vol. 1 Go Far with Chinese - Vols. 2 & 3 Cheng & Tsui Adopted 2020		
Health	Essential Health Goodheart-Wilcox Adopted 2020	Yes	0.0%
Visual and Performing Arts	Davis Publications Adopted 2008	Yes	0.0%

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. Given Measure N funding, the main campus quad will be renovated by the end of 2022, and construction for the new gymnasium on the main campus will be underway and completed by the end of 2024.

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	10/28/2022

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			

School Facility Conditions and Planned Improvements

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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	N/A	25	N/A	33

2021-22 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	612	410	66.99	33.01	54.32
Female	301	192	63.79	36.21	58.95
Male	311	218	70.10	29.90	50.23
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	105	87	82.86	17.14	73.26
Black or African American	92	48	52.17	47.83	15.56
Filipino	45	34	75.56	24.44	70.59
Hispanic or Latino	282	184	65.25	34.75	51.91
Native Hawaiian or Pacific Islander	11	6	54.55	45.45	--
Two or More Races	33	22	66.67	33.33	40.91
White	44	29	65.91	34.09	65.52
English Learners	100	50	50.00	50.00	6.12
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	438	291	66.44	33.56	49.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	96	48	50.00	50.00	10.64

2021-22 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	612	320	52.29	47.71	26.81
Female	301	155	51.50	48.50	20.92
Male	311	165	53.05	46.95	32.32
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	105	72	68.57	31.43	51.39
Black or African American	92	36	39.13	60.87	14.29
Filipino	45	36	80.00	20.00	22.22
Hispanic or Latino	282	137	48.58	51.42	16.30
Native Hawaiian or Pacific Islander	11	3	27.27	72.73	--
Two or More Races	33	14	42.42	57.58	14.29
White	44	22	50.00	50.00	45.45
English Learners	100	34	34.00	66.00	6.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	438	225	51.37	48.63	20.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	96	16	16.67	83.33	6.25

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	27.95	NT	24.07	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	668	551	82.49	17.51	27.95
Female	336	273	81.25	18.75	27.11
Male	332	278	83.73	16.27	28.78
American Indian or Alaska Native	--	--	--	--	--
Asian	109	92	84.4	15.6	55.43
Black or African American	95	76	80	20	10.53
Filipino	55	49	89.09	10.91	24.49
Hispanic or Latino	310	249	80.32	19.68	20.88
Native Hawaiian or Pacific Islander	13	10	76.92	23.08	--
Two or More Races	31	26	83.87	16.13	23.08
White	54	48	88.89	11.11	47.92
English Learners	110	84	76.36	23.64	1.19
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	457	371	81.18	18.82	21.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	58	69.88	30.12	5.17

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1558
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	85
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.64
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	41.64

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	20.94%	25.31%	23.91%	24.53%	24.53%

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.

2022-23 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, the United Parents of San Leandro High School, and other informal parent volunteer opportunities. The administrative team at SLHS holds a monthly meeting with parents over Zoom called "Principals Connection" to build community and get feedback and input.

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.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.4	3.8		5.6	4.7		8.9	7.8
Graduation Rate		90.6	94		88.8	92		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	680	639	94.0
Female	339	322	95.0
Male	341	317	93.0
American Indian or Alaska Native	--	--	--
Asian	113	108	95.6
Black or African American	100	92	92.0
Filipino	54	53	98.1
Hispanic or Latino	313	289	92.3
Native Hawaiian or Pacific Islander	13	13	100.0
Two or More Races	27	26	96.3
White	55	53	96.4
English Learners	155	139	89.7
Foster Youth	--	--	--
Homeless	17	15	88.2
Socioeconomically Disadvantaged	530	498	94.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	87	77	88.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2845	2789	941	33.7
Female	1387	1367	500	36.6
Male	1455	1419	438	30.9
American Indian or Alaska Native	13	13	8	61.5
Asian	436	429	63	14.7
Black or African American	439	427	159	37.2
Filipino	192	188	40	21.3
Hispanic or Latino	1360	1334	526	39.4
Native Hawaiian or Pacific Islander	48	48	28	58.3
Two or More Races	115	112	37	33.0
White	216	214	66	30.8
English Learners	616	600	218	36.3
Foster Youth	14	10	5	50.0
Homeless	39	38	24	63.2
Socioeconomically Disadvantaged	2087	2043	731	35.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	448	438	190	43.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.04	4.89	0.03	4.32	0.20	3.17
Expulsions	0.00	0.04	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.89	0.04
Female	4.33	0.07
Male	5.43	0.00
American Indian or Alaska Native	7.69	0.00
Asian	0.46	0.00
Black or African American	12.53	0.00
Filipino	0.52	0.00
Hispanic or Latino	4.41	0.07
Native Hawaiian or Pacific Islander	6.25	0.00
Two or More Races	6.96	0.00
White	3.70	0.00
English Learners	4.87	0.16
Foster Youth	14.29	0.00
Homeless	20.51	0.00
Socioeconomically Disadvantaged	5.51	0.05
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.38	0.00

2022-23 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 district and school 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 and earthquake drills are conducted on a regular basis throughout the school year, per district guidelines.

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 these protocols apply to other personnel serving the school community, including 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/.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	19	80	53	18
Mathematics	20	53	47	11
Science	20	40	65	
Social Science	23	42	20	44

2021-22 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	543.2

2021-22 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)	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$2,252.	$5,710.	$111,030.94
District	N/A	N/A	$6,001.	$102,465.90
Percent Difference - School Site and District	N/A	N/A	-5.0	8.0
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	-14.4	28.8

2021-22 Types of Services Funded

Note the following 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)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$52,478
Mid-Range Teacher Salary	$87,439	$80,810
Highest Teacher Salary	$119,620	$101,276
Average Principal Salary (Elementary)	$141,739	$127,080
Average Principal Salary (Middle)	$150,497	$134,264
Average Principal Salary (High)	$174,409	$147,200
Superintendent Salary	$371,764	$242,351
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	18

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	2
English	6
Fine and Performing Arts	2
Foreign Language	6
Mathematics	6
Science	4
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	38

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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3