

San Leandro High School

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



San Leandro Unified School District

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District Governing Board

Monique Tate
Lance James
Vince J. Rosato
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District Administration

Dr. Michael McLaughlin
Superintendent
Mark Martinelli
**Assistant Superintendent
Business & Operations**

Dr. Rosanna Mucetti
**Deputy Superintendent
Educational Services**

Dr. John Thompson
**Assistant Superintendent
Human Resources**

School Description

Welcome to San Leandro High School. SLHS is a large, diverse comprehensive high school with outstanding programs for students. In the last few years we have seen great growth in our AP programs, with several new AP courses and new elective classes being added to our curriculum. We strive to provide a challenging learning experience for all students.

Our AVID, SLAM (multimedia), Social Justice, and our Business Academy continues to win awards and recognition: our Business Academy regularly sends students to national competitions to present their business plans. Our multimedia students are county award winners and their projects demonstrate industry standard skills. Our Social Justice Academy has become an award winning program. We continue to expand our AVID program to support our efforts to prepare students to enter a four year university upon graduation from high school.

In the fall of 2010 we opened our state of the art campus for our ninth grade students, providing the opportunity for improved academic success for these students. Our students also continue to excel outside the classroom. Our sports program is extremely strong, as is our activities and extracurricular programs. There is something for everyone at SLHS!

Our School Site Council, United Parents, Parent Equity Group, English Language Advisory Committee, teachers, classified staff, and administrators invite you to come to the school and be part of our "Pirate" family!

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission Statement

At San Leandro High, we want students to leave San Leandro High School as prepared and productive members of society, all having options of attending four year university, community college, vocational trade school, or enter into public service.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (510) 618-4600 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	713
Grade 10	614
Grade 11	628
Grade 12	646
Total Enrollment	2,601

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.3
American Indian or Alaska Native	0.1
Asian	15.1
Filipino	9.2
Hispanic or Latino	45.3
Native Hawaiian or Pacific Islander	1.7
White	9.2
Two or More Races	1.8
Socioeconomically Disadvantaged	64.1
English Learners	12.5
Students with Disabilities	12.8
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
San Leandro High School	13-14	14-15	15-16
With Full Credential	120	117	117
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	1
San Leandro Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	117
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
San Leandro High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.9	2.1
Districtwide		
All Schools	96.6	3.4
High-Poverty Schools	96.6	3.4
Low-Poverty Schools	97.6	2.4

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 20th, 2011 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 are illustrated in the chart.

Textbooks and Instructional Materials	
Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Heinle & Heinle Adopted 2010 Holt, Rinehart & Winston Adopted 2003 Hampton Brown Adopted 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McDougal Littell Adopted 2008 Pearson/Prentice Hall Adopted 2008 W.H. Freeman Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Benjamin Cummings Adopted 2007 Houghton Mifflin Adopted 2007 Pearson/Prentice Hall Adopted 2009 Prentice Hall Adopted 2007 Thomsom/Heinle Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Holt Adopted 2006 McDougal Littell Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Prentice Hall Adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Glencoe Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Davis Publications Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

San Leandro High School was originally constructed in the 1940s 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 ninth grade 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 administration works daily with 11 full-time custodians to ensure that the cleaning of both campuses is maintained to provide clean and safe school environments.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of San Leandro High School's restrooms were in good working order. The chart illustrates the results of the most recent facilities provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/20/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Girls Restroom Main Building: Exhaust fan does not work.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Room 122: Possible trip hazard (electrical cord covered with tape from projector to wall outlet)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/20/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	53	33	44
Math	20	22	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	43	46	42	51	51	43	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.60	26.60	35.80

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced Science (grades 5, 8, and 10)
	All Students in the LEA
All Student at the School	42
Male	42
Female	40
Black or African American	24
Asian	62
Filipino	63
Hispanic or Latino	35
Native Hawaiian or Pacific	--
White	53
Two or More Races	--
Socioeconomically Disadvantaged	12
English Learners	4
Students with Disabilities	35
Foster Youth	--

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)								
Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	622	580	93.2	22	25	35	18
Male	11		277	44.5	26	20	34	18
Female	11		303	48.7	17	29	36	17

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	11		90	14.5	34	29	29	8
American Indian or Alaska Native	11		3	0.5	--	--	--	--
Asian	11		81	13.0	9	21	43	27
Filipino	11		57	9.2	18	23	39	19
Hispanic or Latino	11		261	42.0	22	26	35	16
Native Hawaiian or Pacific Islander	11		11	1.8	45	36	9	9
White	11		61	9.8	21	18	33	23
Two or More Races	11		14	2.3	7	14	50	29
Socioeconomically Disadvantaged	11		405	65.1	24	28	34	13
English Learners	11		50	8.0	64	32	2	0
Students with Disabilities	11		61	9.8	61	13	20	5
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	622	585	94.1	58	21	16	5
Male	11		280	45.0	56	20	16	6
Female	11		305	49.0	59	22	15	3
Black or African American	11		91	14.6	78	16	5	0
American Indian or Alaska Native	11		3	0.5	--	--	--	--
Asian	11		86	13.8	29	22	33	16
Filipino	11		58	9.3	50	17	26	5
Hispanic or Latino	11		263	42.3	62	22	13	3
Native Hawaiian or Pacific Islander	11		11	1.8	73	9	9	0
White	11		57	9.2	54	30	9	2
Two or More Races	11		14	2.3	43	29	21	7
Socioeconomically Disadvantaged	11		412	66.2	60	21	15	3
English Learners	11		63	10.1	83	8	6	3

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11		60	9.6	95	0	3	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

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 Parent Equity Group, the English Language Advisory Committee (ELAC), the Boosters Club, GEAR Up Parent Group, and the United Parents of San Leandro High School.

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

Contact Information

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

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

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 principal's office.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	13.68	13.87	8.17
Expulsions Rate	0.10	0.04	0.32
District	2012-13	2013-14	2014-15
Suspensions Rate	7.65	7.62	5.90
Expulsions Rate	0.05	0.01	0.11
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	25	26	39	38	25	51	37	41	26	36	37
Math	26	27	27	26	23	17	33	29	32	34	37	34
Science	26	26	27	17	13	12	70	72	68			
SS	25	27	29	27	22	13	34	22	28	25	38	33

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	9
Other	7
Average Number of Students per Staff Member	
Academic Counselor	600

* 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.

Professional Development provided for Teachers

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

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

District-supported professional development include preparing English and Math teachers to understand and begin implementing new Common Core Standards.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,315
Mid-Range Teacher Salary		\$66,451
Highest Teacher Salary		\$85,603
Average Principal Salary (ES)		\$105,079
Average Principal Salary (MS)		\$111,005
Average Principal Salary (HS)		\$121,310
Superintendent Salary		\$189,899
Percent of District Budget		
Teacher Salaries	47%	39%
Administrative Salaries	6%	6%

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

Types of Services Funded

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Supplemental Counseling
- Gifted & Talented Pupils
- School & Library Improvement Program
- Special Education Transportation
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Vocational and Applied Technology Education Act / California Partnership Academy
- Vocational and Applied Technology Education Act / California Partnership Academy
- CAHSEE
- 21st Century
- Homeless Children
- Medi-Cal Billing
- Gear up
- After School Safety
- Mental Health
- QEIA

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,959	\$324	\$4,636	\$74,444
District	♦	♦	\$4,333	
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			7.0	-0.9
Percent Difference: School Site/ State			-16.3	10.9

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52	27	20	55	36	9
All Students at the School	52	28	21	55	36	9
Male	55	26	19	52	39	9
Female	48	30	22	59	33	8
Black or African American	68	22	11	77	19	4
Asian	35	29	35	20	52	28
Filipino	31	53	16	39	53	8
Hispanic or Latino	57	23	20	61	35	4
White	35	39	26	48	43	9
Socioeconomically Disadvantaged	58	24	18	60	34	6
English Learners	99	1		84	15	1
Students with Disabilities	92	3	5	92	3	5

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
San Leandro High School	2012-13	2013-14	2014-15
English-Language Arts	48	46	48
Mathematics	42	44	45
San Leandro Unified School District	2012-13	2013-14	2014-15
English-Language Arts	48	29	30
Mathematics	42	27	28
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
San Leandro High School	2011-12	2012-13	2013-14
Dropout Rate	9.90	7.00	7.70
Graduation Rate	86.40	89.73	88.82
San Leandro Unified School District	2011-12	2012-13	2013-14
Dropout Rate	12.50	13.80	9.20
Graduation Rate	83.09	82.44	85.91
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1,170
% of pupils completing a CTE program and earning a high school diploma	97.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20.0

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	84.91	82.64	84.6
Black or African American	89.6	89.8	76
American Indian or Alaska Native	100	100	78.07
Asian	90.32	90.32	92.62
Filipino	84.06	81.94	96.49
Hispanic or Latino	82.4	77.56	81.28
Native Hawaiian/Pacific Islander	72.73	64.29	83.58
White	80	81.82	89.93
Two or More Races	81.82	76.92	82.8
Socioeconomically Disadvantaged	62.62	60	61.28
English Learners	47.37	48.6	50.76
Students with Disabilities	85.86	83.41	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	95
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	40.85

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	9	♦
Science	5	♦
Social Science	7	♦
All courses	28	.8

* Where there are student course enrollments.