

San Leandro High School

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=519>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



San Leandro Unified School District

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District Governing Board

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District Administration

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

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

Dr. Kevin Collins
**Assistant Superintendent
Business & Operations**

School Description

The mission of the San Leandro High school 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, safe and secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change. The purpose of San Leandro High School is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. San Leandro High School is committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility.

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. Here at San Leandro High School students are prepared to be productive members of society. All scholars at San Leandro High school will leave with options for success that include 4-year colleges, community college to four-year college transfer, vocational or trade school admittance and to develop a career plan and pathway to help them transition to their next steps beyond high school.

San Leandro High School is proud to partner with students, Our full-service Health and Wellness Center that opened in the fall of 2015 will continue to provide information on services and programs that will support students, parents and families who need assistance beyond the classroom and educational programming. 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 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 a positive school culture.

Our guiding community virtues are the following:

We are lifelong learners.
We are leaders in training.
Don't be part of the problem. Be part of the solution.
Failure is not an option.
Discipline yourself so no one else has to.
Stay calm at all times.
If you have a goal nothing is impossible.
We come from greatness.

About the SARC

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

- For more information about SARC requirements, 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	648
Grade 10	697
Grade 11	673
Grade 12	590
Total Enrollment	2,608

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.9
American Indian or Alaska Native	0.1
Asian	16.6
Filipino	8.6
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	1.3
White	8.6
Two or More Races	2.6
Socioeconomically Disadvantaged	61.4
English Learners	16.9
Students with Disabilities	14
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
San Leandro High School	15-16	16-17	17-18
With Full Credential	117	118	109
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	1	1	1
San Leandro Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
San Leandro High School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	1		
Vacant Teacher Positions	0		1

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 November 14, 2017 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 January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials	
Year and month in which data were collected: December, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	StudySync Adopted 2017 McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Eureka Math Adopted April 2016 Great Minds 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%
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%

Textbooks and Instructional Materials	
Year and month in which data were collected: December, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Cleaning Process

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

Maintenance & Repair

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

Measure J1 Bond Work:

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/24/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom 246: One ceiling tile is missing. Classroom 425: One ceiling tile is hanging out of the T-Bar. Classroom 122: The floor surface material has deteriorated in two locations. Library: The dark section of the carpet needs to be reglued (rippled).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/24/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			Classrooms 114, 115, 117, 120, 233, 229, 220, 215, 216, 103, & 104: Fire extinguisher on sitting on floor or countertop. Wet Standpipe by Room 138: The standpipe has an inspection tag dated 6/21/2005. Theater Dry Standpipe: The dry standpipe is missing it's two cover plates.
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	59	55	38	38	48	48
Math	25	22	24	25	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	42	35	43	44	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20	28.5	23.7

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	718	656	91.4	35.4
Male	387	353	91.2	34.6
Female	331	303	91.5	36.3
Black or African American	132	118	89.4	20.3
Asian	120	115	95.8	59.1
Filipino	62	59	95.2	44.1
Hispanic or Latino	314	284	90.5	26.8
Native Hawaiian or Pacific Islander	15	14	93.3	7.1
White	58	51	87.9	52.9
Two or More Races	15	14	93.3	71.4
Socioeconomically Disadvantaged	423	387	91.5	29.2
English Learners	93	85	91.4	2.4
Students with Disabilities	91	81	89.0	12.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	655	623	95.11	54.74
Male	340	327	96.18	51.07
Female	315	296	93.97	58.78
Black or African American	111	105	94.59	40
Asian	114	112	98.25	71.43
Filipino	63	59	93.65	71.19
Hispanic or Latino	283	269	95.05	47.58
Native Hawaiian or Pacific Islander	12	12	100	33.33
White	52	49	94.23	65.31
Two or More Races	15	15	100	80
Socioeconomically Disadvantaged	389	369	94.86	46.88
English Learners	125	113	90.4	17.7
Students with Disabilities	79	73	92.41	8.22
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	654	628	96.02	21.88
Male	339	327	96.46	22.46
Female	315	301	95.56	21.26
Black or African American	110	103	93.64	6.8
Asian	114	111	97.37	50
Filipino	63	61	96.83	22.95
Hispanic or Latino	283	274	96.82	14.6
Native Hawaiian or Pacific Islander	12	11	91.67	0
White	52	48	92.31	29.79
Two or More Races	15	15	100	40
Socioeconomically Disadvantaged	389	371	95.37	18.65
English Learners	125	118	94.4	8.47
Students with Disabilities	79	72	91.14	1.41
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: School Climate (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	2014-15	2015-16	2016-17
Suspensions Rate	8.2	9.4	7.9
Expulsions Rate	0.3	0.2	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	5.9	6.4	6.5
Expulsions Rate	0.1	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.5
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	28	28	25	23	20	41	33	32	37	39	48
Mathematics	27	27	28	17	20	12	32	36	44	34	27	25
Science	27	28	27	12	8	9	68	70	76			
Social Science	29	28	27	13	15	20	28	32	21	33	26	35

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

Professional Development 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,645	\$46,511
Mid-Range Teacher Salary	\$80,977	\$73,293
Highest Teacher Salary	\$107,065	\$92,082
Average Principal Salary (ES)	\$122,739	\$113,263
Average Principal Salary (MS)	\$134,702	\$120,172
Average Principal Salary (HS)	\$156,104	\$131,203
Superintendent Salary	\$284,181	\$213,732
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	6%	5%

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

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
San Leandro High School	2013-14	2014-15	2015-16
Dropout Rate	7.7	6.5	6.6
Graduation Rate	88.82	90.52	91.26
San Leandro Unified School District	2013-14	2014-15	2015-16
Dropout Rate	9.2	8.9	7.5
Graduation Rate	85.91	87.02	90.27
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5579	172	5407	87223
District	♦	♦	5579	\$86,964
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-3.1	0.3
Percent Difference: School Site/ State			-17.8	17.1

* Cells with ♦ do not require data.

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	95.71
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	39.39

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	◆
English	2	◆
Fine and Performing Arts	1	◆
Foreign Language	1	◆
Mathematics	3	◆
Science	2	◆
Social Science	2	◆
All courses	12	20.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	85.3	88.7	87.11
Black or African American	91.3	92.79	79.19
American Indian or Alaska Native	75	75	80.17
Asian	84.09	85.56	94.42
Filipino	84.62	88.06	93.76
Hispanic or Latino	85.4	89.81	84.58
Native Hawaiian/Pacific Islander	90.91	91.67	86.57
White	81.25	85.07	90.99
Two or More Races	83.33	85.71	90.59
Socioeconomically Disadvantaged	80.9	82.28	85.45
English Learners	51.43	60.71	55.44
Students with Disabilities	75.86	77.23	63.9
Foster Youth	100	100	68.19

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 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).

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.