

San Leandro High School

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Leandro Unified School District

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District Governing Board

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Dr. Sonal Patel
**Assistant Superintendent
Educational Services**

Dr. Zarina Zanipatin
**Assistant Superintendent
Administrative Services**

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

School Description

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

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

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

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

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

Our guiding community virtues are as follows:

We are lifelong learners.

We are leaders in training.

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

Failure is not an option.

Discipline yourself so no one else has to.

Stay calm at all times.

If you have a goal nothing is impossible.

We come from greatness.

About the SARC

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

- For more information about SARC requirements, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	722
Grade 10	669
Grade 11	599
Grade 12	662
Total Enrollment	2,652

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	15.2
American Indian or Alaska Native	0.2
Asian	16.8
Filipino	8.7
Hispanic or Latino	46.3
Native Hawaiian or Pacific Islander	1.1
White	8.1
Two or More Races	3.2
Socioeconomically Disadvantaged	61.5
English Learners	20.2
Students with Disabilities	14
Foster Youth	0.3
Homeless	1.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for San Leandro High	17-18	18-19	19-20
With Full Credential	109	125.3	126
Without Full Credential	1	2	4
Teaching Outside Subject Area of Competence	1	1	1

Teacher Credentials for San Leandro Unified	17-18	18-19	19-20
With Full Credential	♦	♦	426.7
Without Full Credential	♦	♦	12.2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at San Leandro High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 August 20, 2019, 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 2019 are illustrated in the chart.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>StudySync Adopted 2018 McGraw Hill</p> <p>English Language and Composition, AP - The Language Composition Adopted 2018 Bedford Freeman and Worth</p> <p>English Language and Composition, AP - Literature and Composition Adopted 2018 Bedford Freeman and Worth</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Eureka Math Adopted April 2016 Great Minds</p> <p>Statistic, AP - Stats Modeling the World Adopted 2015 Pearson</p> <p>AP Calculus AB and BC - Calculus Adopted 2007 Pearson</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Science I – Physical Science Science II – Biology Adopted 2007 Prentice Hall</p> <p>Forensic Science – Forensic Science for High School Adopted 2007 Kendall/Hunt</p> <p>Physics, AP – Physics Adopted 2012 Brooks/Cole Cengage Learning)</p> <p>Physics, CP and Honors – Conceptual Physics Adopted 2012 Conceptual Physics</p> <p>Biology, AP – AP Biology Physiology, CP & Honors – Essentials of Anatomy and Physiology Adopted 2007</p>

	<p>Pearson/Benjamin Cummings</p> <p>Chemistry, CP – Modern Chemistry Adopted 2007 Holt, Rhinehart & Winston</p> <p>Chemistry, AP – Chemistry Adopted 2007 Houghton Mifflin</p> <p>General Science – Gateway to Science: Vocabulary and Concepts Special Ed. Science – Gateway to Science: Vocabulary and Concepts Adopted 2007 Thomson Heinly</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>Grade 10 World History - Modern World History: Patterns of Interaction Grade 11 U.S. History – The Americans: Reconstruction to the 21st Century Grade 11 U.S. History AP: American Pageant 2006 McDougal Littell</p> <p>Grade 12 Government - American Government (Holt, 2003) Grade 12 Economics CP - Economics (Holt, 2006)</p> <p>Sociology - Sociology 2006 Holt</p> <p>Psychology – Understanding Psychology 2006 Glencoe</p> <p>Ethnic Studies – Racial and Ethnic Groups 2006 Prentice Hall</p> <p>Grade 12 Economics Honors - Economics (Glencoe, 2001)</p> <p>Government, AP - Government in America (Pearson, 2014)</p> <p>World History, AP - The Earth and Its Peoples (Cengage, 2014)</p> <p>Micro and Macro Economics, AP - Principles of Economics (Cengage, 2018)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Foreign Language	<p>Realidades: Spanish I-III Conexiones: Spanish IV and AP 2003 Prentice Hall</p> <p>Tu Mundo: Spanish Speakers I-II Nuestro Mundo: Spanish Speakers I-II 2003 McDougal Littell</p> <p>Allex Viens I-III: French I-III</p>

	<p>Bonne Continuation: French IV & AP 2003 Holt, Rhinehart & Winston</p> <p>Abriendo Paso: Spanish AP (Pearson, 2014)</p> <p>Una Vez Mas: Spanish AP (Longman, 1993)</p> <p>Integrated Chinese: Chinese I-III (Cheng & Tsui, 2009)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Health	<p>Glencoe Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Visual and Performing Arts	<p>Davis Publications Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

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

Cleaning Process

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

Maintenance & Repair

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

Measure J1 Bond Work:

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

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/11/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Two Ceiling Lights out in Gym.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	57	38	42	50	50
Math	21	19	26	29	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	16.4	27.7	30.0

Note: 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.

**School Year 2018-19 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	589	579	98.30	57.17
Male	297	289	97.31	56.40
Female	292	290	99.32	57.93
Black or African American	94	91	96.81	42.86
Asian	100	100	100.00	75.00
Filipino	60	59	98.33	66.10
Hispanic or Latino	254	250	98.43	51.60
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	49	98.00	57.14
Two or More Races	18	18	100.00	83.33
Socioeconomically Disadvantaged	367	362	98.64	50.55
English Learners	123	122	99.19	25.41
Students with Disabilities	72	70	97.22	10.00
Foster Youth	--	--	--	--
Homeless	17	15	88.24	11.76

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 2018-19 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	585	575	98.29	19.48
Male	294	287	97.62	21.95
Female	291	288	98.97	17.01
Black or African American	93	90	96.77	11.11
Asian	100	100	100.00	44.00
Filipino	60	59	98.33	18.64
Hispanic or Latino	252	247	98.02	10.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	49	100.00	24.49
Two or More Races	18	18	100.00	44.44
Socioeconomically Disadvantaged	365	359	98.36	17.55
English Learners	123	121	98.37	11.57
Students with Disabilities	72	69	95.83	0.00
Foster Youth	--	--	--	--
Homeless	17	15	88.24	11.76

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the education program at San Leandro High School. Parents may participate in the School Site Council (SSC), the English Language Advisory Committee (ELAC), the Boosters Club, Site Parent Volunteers, and the United Parents of San Leandro High School.

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, 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.9	7.2	6.4
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.5	5.6	5.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	530.4

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.9
Resource Specialist (non-teaching)	.5
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28	20	32	48	28	20	24	53	24	43	43	31
Mathematics	28	12	44	25	30	8	39	30	27	19	39	28
Science	27	9	76		28	7	70		25	16	74	
Social Science	27	20	21	35	30	10	18	43	23	27	46	21

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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

A team of teachers was 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,314	\$49,084
Mid-Range Teacher Salary	\$84,662	\$76,091
Highest Teacher Salary	\$111,937	\$95,728
Average Principal Salary (ES)	\$132,635	\$118,990
Average Principal Salary (MS)	\$140,831	\$125,674
Average Principal Salary (HS)	\$163,207	\$137,589
Superintendent Salary	\$321,143	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,518.00	\$105.00	\$6,413.00	\$96,203.00
District	N/A	N/A	\$6,034.00	\$90,101.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.1	8.3
School Site/ State	-10.5	22.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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

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

Rate for San Leandro High School	2015-16	2016-17	2017-18
Dropout Rate	6.6	6.4	3.5
Graduation Rate	91.3	88.7	94.2

Rate for San Leandro Unified School	2015-16	2016-17	2017-18
Dropout Rate	7.5	8.5	5.7
Graduation Rate	90.3	86.4	91.2

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1,579
% of pupils completing a CTE program and earning a high school diploma	73.6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

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 <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).

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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.32
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	39.78

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	6	N/A
Science	3	N/A
Social Science	9	N/A
All courses	32	18.7

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

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