

Letter to Union City Council dated September 7, 2019

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September 7, 2019

The Honorable Carol Dutra-Vernaci
The Honorable Emily Duncan
The Honorable Pat Gayoscoc
The Honorable Gary Singh
The Honorable Jaime Patiño

The City of Union City
34009 Alvarado-Niles Road
Union City, CA 9487

re: Agenda Items 4 & 6 : follow-up to communication with regard to civil rights concerns: people of color – Latino, African-American, Asian residents; individuals with disabilities; other marginalized groups.

Dear Honorable Union City Council---

Good evening and I hope this letter finds you well. I regret that I could not be at tonight's Council meeting in person. I ask that these comments be entered into the public record for Agenda Items 4 & 6.

I am here today to follow-up on communication with the City with regard to civil rights concerns pertaining of people color---in particular Latinos, African-Americans, and Asians; individuals with disabilities; and other marginalized groups:

DISTRICT ELECTIONS

As I mentioned in previous public comments, the *California Voting Rights Act* builds upon the *Federal Voting Rights of 1965*, which, as we are aware, was a part of a series of sweeping civil rights legislation passed post-*Brown v. Board of Education*: while we have come a long way in terms of civil rights since this time, we also know that we still have a long way to go. --The Council's decision to move to District elections is a step in the right direction, which I applaud. With regard to the current maps before us this evening, I support the map presented by Councilor Singh, with the modifications requested by Council at the City's previous City Council meeting: this leaves with the options of either Map 105-B or Map 105-C. --Given that the only significant difference between these two maps concerns the boundary lines amongst Districts 3 & 4, I urge you to hear from residents of those Districts as to what would be best, and make a decision based on that feedback. --**So in summary, I support either Map 105-B or Map 105-C, with decision to made by Council after weighing heavily feedback of residents from District 3 & 4.**

EDUCATION DISPARITIES

Education continues to be an issue of concern. For example, according to CAASPP Test Results for English in the 2017-2018 school year at James Logan High: only 66.53 % of Latinos met or exceeded the standard; for African-Americans it was 62 %; for Socio-Economically Disadvantaged it was 66.50 %; in the subject of Math only 27.16 % of Latinos met the standard; for African-Americans it was 26%; and for Socio-Economically Disadvantaged

The City of Union City should be a municipality where it doesn't matter where you come from or what your ethnicity or socio-economic might be: residents must be able to succeed. –This means the City of Union City must improve our policies so that all residents can reach their fullest potential. –We need to improve our relationship and collaboration with the School District; create policies that bring better paying jobs for families; and offer meaningful services whose impact can be measured.

POLICE POLICIES, COLLABORATION WITH OTHER AGENCIES / DEPARTMENTS

The signing into law of Assembly Bill 392 authored by State Assemblywoman Shirley Weber and supported by civil rights icon Dolores Huerta is a significant step forward in the trajectory of civil rights in the State of California and is welcomed by many in our community. I am currently in communication with Chief Jarred Rineitti and officials within Alameda County regarding policies policies and related matters and will report back at a later time.

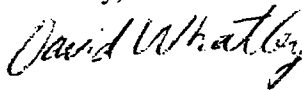
STAFF TRAINING AND ACCOUNTABILITY

Our hiring policies should be ones in which we hire staff that reflect the richness of the diversity of the City in which we live and in which staff possess both the training, educational background, and acumen, to be able to work with a wide-range of diverse populations with different experiences, cultures, and background....who may have experienced and/or are experiencing challenging socio-economic inequities...inequities or challenges which staff may have not had to face.

AFFORDABLE HOUSING

With respect to affordable housing policies of the City, I ask you to support the recommendations made in a *Letter to Alameda County Board of Supervisors dated September 5, 2019* and a *Letter to the State of California dated September 5, 2019* regarding the proposed development project in the Decoto neighborhood: policies with respect to addressing the civil rights concerns of a local community should be incorporated into and applied to all publicly-financed affordable housing projects in Decoto and the City of Union City going forward.

Sincerely,



David Whatley

Enclosures:

1. School Accountability Report Card – James Logan High – 2017-2018 School Year
2. Letter to Alameda County - Board of Supervisors dated September 5, 2019
3. Letter to State of California – Treasurer's Office dated September 5, 2019

James Logan School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	James Logan School
Street	1800 H Street
City, State, Zip	Union City, CA 94587
Phone Number	(510) 471-2520
Principal	Abhi Brar
E-mail Address	abrar@nhusd.k12.ca.us
Web Site	www.jameslogan.org
CDS Code	01-61242-0134668

District Contact Information	
District Name	New Haven Unified School District
Phone Number	(510) 471-1100
Superintendent	Dr. Arlando Smith
E-mail Address	asmith@nhusd.k12.ca.us
Web Site	https://www.mynhusd.org/

School Description and Mission Statement (School Year 2018-19)

James Logan High School is the only comprehensive public high school in the midsized suburban community of Union City, located on the east side of San Francisco Bay. Over 3650 students make up the ethnically diverse student body. Students at the school speak 51 different languages, and approximately 25% of our students are recent immigrants from over 60 different countries. The communities of Union City and South Hayward are extremely proud of the school. Logan has won the national "Excellence in Education" award in 1983 and 1987, and "California Distinguished School" award in 1988 and 1994. Logan has an extensive and varied college preparatory program, including a wide range of Advanced Placement and honor courses. Course offerings have been expanded to include full programs in computer science, engineering, multimedia, video production, as well as six different foreign languages. More than a thousand students participate in an after-school athletics program. JLHS also hosts a nationally ranked band and color guard program, as well as a forensics (speech & debate) program.

The mission of James Logan High School, a uniquely large and diverse community of students, families and staff, is to equitably serve, nurture and educate every student to become an empowered, socially and culturally conscious graduate who is a knowledgeable, respectful, positively contributing member of society by providing a safe, inclusive, anti-biased, anti-racist environment characterized by relevant, challenging, evolving curriculum which promotes maximum achievement and life-long learning.

School-wide Learning Outcomes: The 3 I's represent key characteristics of a Logan student and explain how students will contribute to their larger community. These outcomes also identify key activities, student work and school resources that support this development. These 3 I's will be used to help us focus our efforts and resources in helping move our school forward.

Intellect

While at James Logan High School, students will be able to explore, develop, and master skills and knowledge over time. Students will demonstrate:

- Curiosity
- Mastery
- Continuous Learning

Interconnectedness

While at James Logan High School, students will develop an understanding of themselves and an openness to Logan's diverse cultures, thereby enriching and strengthening society. Students will demonstrate:

- Cultural Understanding
- Global Knowledge
- Social Responsibility

Integrity

While at James Logan High School, students will be supported in being honest, respectful to all, and will be given opportunities to demonstrate personal responsibility. Students will demonstrate:

- Honesty
- Respect
- Personal responsibility

Notable programs offered at James Logan:

- Award Winning Performing Band
- Award Winning Photography Program

- Electronic Media Production Academy
- Engineering PLTW (Project Lead The Way)
- Marketing and Management Academy
- Nationally and Internationally Ranked Winter Guard
- Nationally Ranked Forensics (Speech & Debate) Team
- Nationally Ranked Track & Field Teams
- Peer Support Programs / Health Center
- State & Nationally Ranked Athletic Programs

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	936
Grade 10	951
Grade 11	872
Grade 12	976
Total Enrollment	3,735

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.0
American Indian or Alaska Native	0.2
Asian	23.6
Filipino	23.2
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	2.4
White	5.6
Socioeconomically Disadvantaged	48.5
English Learners	13.3
Students with Disabilities	9.2
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	139	136	117	424
Without Full Credential	5	4	5	15
Teaching Outside Subject Area of Competence (with full credential)	5	0	4	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 2018-19)

Year and month in which data were collected: January 2019

New Haven Unified School District held a Public Hearing on October 16, 2018 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or 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 and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, as of January 2019.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt 2008 / Core Novels	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt 2016 Cengage Learning 2018 Pearson 5th Edition, 2016 McGraw Hill 4th Edition, 2016 W.H. Freeman & Co, 3rd Edition, 1999 McGraw-Hill 2nd Edition, 2002 Wiley & Sons 9th Edition, 2009	Yes	0.0%
Science	Holt McDougal 2008 Holt McDougal 2007 Modern Chemistry 2002 McGraw Hill 2010	Yes	0.0%
History-Social Science	Glencoe/McGraw Hill 2007 McGraw-Hill 2007 Pearson/Prentice Hall 2007 Prentice Hall 2007	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

James Logan High School was originally built in 1960 and is currently comprised of 150 classrooms, a gym, multipurpose room, six computer labs, a library, and a staff lounges. At time of publication 100% of all restrooms were in working condition.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and 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 are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data in the table was collected in April, 2018.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/2/18-4/4/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/2/18-4/4/18	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	72.0	74.0	49.0	51.0	48.0	50.0
Mathematics (grades 3-8 and 11)	40.0	41.0	39.0	40.0	37.0	38.0

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	839	810	96.54	74.44
Male	444	426	95.95	69.48
Female	395	384	97.22	79.95
Black or African American	51	50	98.04	62.00
American Indian or Alaska Native	--	--	--	--
Asian	205	196	95.61	81.12
Filipino	192	189	98.44	80.95
Hispanic or Latino	251	242	96.41	66.53
Native Hawaiian or Pacific Islander	35	31	88.57	77.42
White	51	49	96.08	77.55
Two or More Races	50	49	98.00	71.43
Socioeconomically Disadvantaged	418	400	95.69	66.50
English Learners	140	124	88.57	34.68
Students with Disabilities	55	54	98.18	14.81
Students Receiving Migrant Education Services	--	--	--	--
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	839	806	96.07	40.69
Male	444	423	95.27	40.19
Female	395	383	96.96	41.25
Black or African American	52	50	96.15	26
American Indian or Alaska Native	--	--	--	--
Asian	205	199	97.07	60.3
Filipino	192	187	97.4	42.25
Hispanic or Latino	251	243	96.81	27.16
Native Hawaiian or Pacific Islander	35	30	85.71	40
White	50	48	96	41.67
Two or More Races	50	46	92	34.78
Socioeconomically Disadvantaged	418	398	95.22	31.66
English Learners	139	126	90.65	9.52
Students with Disabilities	56	51	91.07	1.96
Students Receiving Migrant Education Services	--	--	--	--
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

James Logan High School provides relevant technical education by preparing students for employment and college through industry standard tools, training, and experience. The culmination of experiences provide real-world context through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors have directed efforts towards establishing school-to-work structures within each curricular area of all students, including those with special needs. Our CTE advisory committee is coordinated with Mission Valley ROP by industry sector, all of which include parents, students, industry personnel and school faculty. Over the past year we have increased the number of CTE offerings, the number of pupils participating in CTE, the percent of pupils completing a CTE program and earning a high school diploma, the percent of CTE courses that are sequenced or articulated between our school and institutions of post-secondary education, and the number of students earning college credit through articulation.

James Logan High School offers a robust CTE program comprising of 59 courses in 10 industry sectors. Of these courses, 34 are offered at Mission Valley Regional Occupation Program (ROP) and 25 are offered on the Logan campus. Courses are identified as introductory, concentration or capstone. The following CTE courses are offered either at James Logan High School or through Mission Valley ROP.

- 2D Animation
- AP Computer Science
- Auto Body Painting and Refinishing 1, 2
- Automotive Technology 1, 2
- Basic Car Care
- Biomedical Innovation
- Careers in Education 1, 2
- Civil Engineering & Architecture
- Computer Animation 1, 2
- Computer Science Principles Log/MVROP
- Construction Technology 1, 2
- Culinary Arts 1, 2
- Cybersecurity
- Digital Electronics
- Digital Photography 1, 2
- Digital Sound Design 1, 2
- Digital Video Arts Production 1, 2
- Electronic Media Production 1, 2
- Electronic Media Production 1, 2
- Emergency Medical Responder
- Fire Technology
- Forensic Science Investigation
- Game Design/Interactive Media Arts 1, 2
- Human Body Systems
- Introduction to Athletic Training
- Introduction to Business

- Introduction to Culinary Arts & Hospitality
- Introduction to Engineering Design
- Law Enforcement/Homeland Security 1, 2
- Marketing and Management 1, 2
- Medical & Health Careers
- Medical Assisting
- Medical Interventions
- Medical Occupations
- Motion Graphics 1, 2
- Multimedia Workshop
- Nursing Assistant
- Personal Business Management
- Principles of Biomedical Science
- Principles of Engineering
- Pharmacy Technician
- Sports Therapy 1, 2
- Survival

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	994
% of pupils completing a CTE program and earning a high school diploma	81.1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	83%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.2

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.9	22.5	26.2

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.

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 2018-19)

James Logan High School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of its students. Parents are encouraged to join the School Site Council (SSC) and Booster Organizations. The school also benefits from several community partnerships, including:

- New Haven Scholarship Program
- Mini-grants for Teachers to help with classroom needs

Additional opportunities for parental involvement include:

- Back to School Night and Open House
- New to Logan Parent Night
- Parent-Teacher Conferences
- Parent Workshops on Academic Topics and high interest topics
- English Learner Advisory Council (ELAC)
- Informational Meetings for Parents
- Superintendent's Council

To learn more, parents and community members are encouraged to reach out to the school principal, Abhi Brar, at 510-471-2520.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	3.7	3.1	4.3	6.1	5.4	7.1	10.7	9.7	9.1
Graduation Rate	92.8	92.1	91.1	85.1	85.3	83.2	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	86.0	80.5	88.7
Black or African American	86.2	77.5	82.2
American Indian or Alaska Native	25.0	33.3	82.8
Asian	93.3	89.4	94.9
Filipino	88.5	84.9	93.5
Hispanic or Latino	81.0	75.5	86.5
Native Hawaiian/Pacific Islander	83.9	80.0	88.6
White	84.0	75.8	92.1
Two or More Races	85.4	79.2	91.2
Socioeconomically Disadvantaged	84.7	78.9	88.6
English Learners	44.4	41.5	56.7
Students with Disabilities	51.4	50.4	67.1
Foster Youth	100.0	60.0	74.1

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.2	2.8	2.4	3.5	3.1	2.9	3.7	3.7	3.5
Expulsions	0.3	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety of students and staff is a primary concern of James Logan High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in November 2018 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on regular basis throughout the school year.

Students are supervised throughout the day by teachers, administrators, and volunteers supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must check in at the front office.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.0	28	20	83	29.0	24	48	68	29.0	21	51	66
Mathematics	30.0	20	42	53	29.0	18	49	47	29.0	17	52	45
Science	34.0	7	12	67	33.0	5	22	62	33.0	8	15	62
Social Science	32.0	17	21	75	32.0	11	24	82	31.0	13	30	78

Note: 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 (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	11.60	374
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	2.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	2.0	N/A
Social Worker	2.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.70	N/A
Resource Specialist (non-teaching)	8.0	N/A
Other	2	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,699	\$3,870	\$6,829	\$96,470.05
District	N/A	N/A	\$7,023	\$94,442
Percent Difference: School Site and District	N/A	N/A	-2.8	2.1
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-4.2	19.1

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 (Fiscal Year 2017-18)

James Logan High School receives the following categorical, special education, and support programs in addition to general state funding:

- Title I
- Perkins
- LCFF Supplemental Funding
- Special Education Supplemental Funding

The following services are provided using these funding sources

- Albert IO
- Family Services Assistant
- Link Crew Freshmen Transition Program
- Early Academic Outreach Program - Destination College Advising
- College Field Trips
- Math Mentoring
- After-school Tutoring Programs
- School Social Worker (portion of salary)
- Restorative Justice Teacher Cohort
- The Parent Project
- AP Summer Sessions
- Supplemental Instructional Materials for EL and Sp-Ed classes
- Credit Recovery Program

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,304	\$49,512
Mid-Range Teacher Salary	\$91,414	\$77,880
Highest Teacher Salary	\$117,010	\$96,387
Average Principal Salary (Elementary)	\$136,829	\$123,139
Average Principal Salary (Middle)	\$146,340	\$129,919
Average Principal Salary (High)	\$155,994	\$140,111
Superintendent Salary	\$262,853	\$238,324
Percent of Budget for Teacher Salaries	44.0	36.0
Percent of Budget for Administrative Salaries	8.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	4	N/A
All courses	18	25.5

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

With the receipt of the Federal Race to the Top Grant, New Haven teachers, depending on school site, were able to receive professional development in Technology Integration, Math Studio, Comprehension at the Core, Reading Apprenticeship, Restorative Justice, Academic Parent Teacher Teams, and Oral Language Development. All of these opportunities pertained to supporting teachers with the implementation of the Common Core State Standards and 21st Century Education that prioritizes Critical Thinking, Collaboration, Communication, Creativity, and Cultural Competence.

Based on district's instructional calendar, all sites were provided one day for professional development prior to the start of the school year. Additionally, there were additional opportunities provided for professional development at staff meetings, grade level / department meetings, collaboration meetings and modified days.

We have also provided district wide and site based professional development focused upon English Language Development and Designated ELD. The areas of focus for professional development were based upon our analysis of student performance data including results on the CAASPP, NWEA, California Dashboard, ELPAC and district created summative assessments. Professional development has been provided through working in collaboration with consultants that have been contracted by the district, on site instructional coaching, attending conferences, administratively created and delivered professional development during before school meetings, faculty meetings and modified school days.

Members of our staff have also been provided with professional development in order to support them with the implementation of common core aligned instructional materials. (English Language Arts / ELD and Mathematics).

Our teachers are supported with implementation by being provided planning time, collaboration, conducting observations, providing feedback, and grade level / department meetings.

September 5, 2019

The Honorable Scott Haggerty, Supervisor
The Honorable Richard Valle, Supervisor
The Honorable Wilma Chan, Supervisor
The Honorable Nate Miley, Supervisor
The Honorable Keith Carson, Supervisor

Alameda County Board of Supervisors
1221 Oak Street Suite 536
Oakland, California 94612

re: civil rights concerns – proposed affordable housing project in Union City – Decoto neighborhood – Mission Blvd. between D & E Streets – Alameda County A1 Bonds

Dear Honorable Alameda County Board of Supervisors,

My name is David Whatley and I was born and raised in Alameda County. I grew-up in both Union City and Hayward and am a proud alumnus of public schools including Decoto Elementary, Barnard-White, and Mt. Eden High. I am also an alumnus of our State's public university system, the University of California, Los Angeles (UCLA) and over the years have worked in the fields of education and performing arts.

I am writing you today to ask for your support with regard to the civil rights concerns which have been brought to the attention of both the City of Union City and the County of Alameda with respect to an affordable housing project which has been proposed to be built in the City of Union City's Decoto neighborhood using, in part, A1 Bonds, and other public financing.

As you may be aware, Union City is a General law City, which is, "*bound by the State's General law, regardless of whether the subject concerns a municipal affair*" (<https://www.cacities.org/Resources-Documents/Education-and-Events-Section/Annual-Conference/2015-handouts/Charter-Cities-Under-Attack-Holtzman>)

Further, according to the California State Constitution, "*State shall include, but not necessarily be limited to, the State itself, any city, county...the remedies available for violations of this section shall be the same, regardless of the injured party's race...color...ethnicity or national origin as are otherwise available for violations of then-existing California anti-discrimination law...if any part or parts of this section are found to be in conflict with Federal or the United States Constitution, the section shall be implemented to the maximum extent that Federal law and the United States Constitution permit*" (California Constitution, Article 1, Section 31).

When the City of Union City was incorporated in 1959, it brought together the communities of New Haven, Alvarado, and Decoto into one unified City, under General law. –Unfortunately, since the City's incorporation, the Decoto community---settled in large part by Latino immigrants from the Federal government's US-Mexico Bracero Labor exchange program---has been disproportionately adversely impacted in terms of obtaining equitable education, employment, housing, health, and related policy issues pertaining to civil rights.

Over the course of the past year, various concerns pertaining to civil rights and a proposed affordable housing project in the Decoto neighborhood have been brought forth to officials within both the City of Union City and County of Alameda. –Copies of emails have been sent to the County Clerk for your review.

I ask for your support that any affordable housing project to be built in the Decoto community which uses A1 Bonds addresses and incorporates the socio-economic disadvantages and challenges faced by Decoto families as substantiated by data provided by Alameda County, the City of Union City and other government agencies.

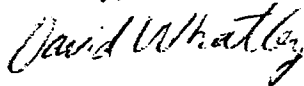
I ask for your support that any affordable housing project to be built in the Decoto community which uses A1 Bonds utilizes all other funding sources available to the project, thereby leaving more A1 Bond funds available for other possible projects in the County.

I ask for your support that any proposed affordable housing project in Decoto that seeks to use A1 Bonds guarantees in the Regulatory Agreement the following: units for veterans, seniors, individuals with disabilities, aged-out foster youth, re-entry residents, and other vulnerable populations—as described in the ballot language of the A1 Bonds that was placed on the ballot for voters by Alameda County in 2016.

I ask for your support that the developer of any proposed affordable housing project in Decoto have a board of directors/leadership team that reflects both diversity (i.e. people of color in particular Latinos, African-Americans, Asians) and cultural experience and acumen in terms of the socio-economic issues that Decoto residents have faced and continue to confront today, as evidenced by data provided by the City of Union City City Clerk's office.

Thank you for your time with this letter and I would be honored to have your support.

Sincerely,



David Whatley

cc:

The City of Union City via **CITY CLERK**
The County of Alameda via **CLERK OF BOARD OF SUPERVISORS**
The State of California via **STATE TREASURER'S OFFICE**

September 5, 2019

The Honorable Fiona Ma
State of California – Treasurer’s Office
915 Capitol Mall, Suite 485
Sacramento, CA 95814

re: follow-up to Letter to Treasurer Ma dated March 12, 2019

Dear Treasurer Ma,

First and foremost I hope this note finds you well. Thank you so much for your continued dedication and service to our State, in particular with respect to your support of the California Debt and Investment Advisory Commission, whose mission is to *“improve the practice of public finance in California by providing responsive and reliable information, education, and guidance to State and local public agencies and other public finance professionals”*.

As you may recall, the March 12, 2019 letter to you concerned an affordable housing project proposed to be built in the City of Union City in the County of Alameda, located in the San Francisco Bay Area. –The project seeks to utilize Alameda County A1 Bonds and other public benefits to pay for the development, including benefits provided by the State of California’s Tax Credit Allocation Committee (TCAC).

The ballot measure of the A1 Bonds as presented to Alameda County voters in 2016---along with related public documents pertaining to the bonds---contains the following language: *“affordable local housing; vulnerable populations; veterans; seniors; persons with disabilities”*.

According to Article XVI Section 6 of the California Constitution, *“Nothing contained in this Constitution shall prohibit the use of state money or credit, in aiding veterans who served in the military or naval service of the United States during the time of war, in the acquisition of, or payments for, (1) farms or homes, or in projects of land settlement or in the development of such farms or homes or land settlement projects for the benefit of such veterans, or (2) any business, land or any interest therein, buildings, supplies, equipment, machinery, or tools, to be used by the veteran in pursuing a gainful occupation”*.
(https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=CONS§ionNum=SEC.%206.&article=XVI&highlight=true&keyword=treasurer%20+duties%20)

I ask for the State of California’s support in ensuring the proposed land development project in the City of Union City, County of Alameda, guarantees that units are set aside for “veterans” of the “military” and “naval service”----as stated in the California Constitution---along with other marginalized “vulnerable” populations mentioned in the A1 Bond measure legal documents---by the writing of such guarantees into the Regulatory Agreement. Further I ask for your support that the aforementioned veterans of the military and naval service---along with other marginalized populations---be provided with the job opportunities, and training programs, that will be generated as a result of this project---including those which are a part of the City of Union City’s Youth and Family Services division---as stated in the California State Constitution.

Thank you for your time and assistance with this matter. Please note my email address has changed: [davidwhatley.us@gmail](mailto:davidwhatley.us@gmail.com) however my phone number remains the same: 510-485-6762.

If you wish to respond via snail mail, please contact me and I will provide address as I am currently in transition.

Sincerely,

A handwritten signature in cursive script that reads "David Whatley".

David Whatley

Enclosure: *Letter to Alameda County Board of Supervisors dated 9/5/2019*

cc:

The City of Union City **VIA CITY CLERK'S OFFICE**
The County of Alameda **VIA CLERK OF THE BOARD OF SUPERVISORS**

additional cc:

The United States – Navy – Office of Public Affairs