

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement

Goal 1: We will increase the number of students passing their academic courses with a grade of C or higher by 5% between June 2026 and June 2027 as measured by student course grades in AERIES. We will do this by developing practices and supports targeted to 9th grade Black, Latino and Newcomer students in their math and PE classes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure that each and every student completes high school and is ready for college, career, and life success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In recent years, we have made minimal progress in our academic standards in Math and English Language Arts. While we are making some progress, the majority of our students are below standard and the amount of students receiving standard not met is increasing each year. We have taken some efforts to improve academic outcomes, but we have not focused on course grades. Instead, we have focused on state testing, which is a difficult measure to work with. We have not made a collective effort to improve academic outcomes through shifting instruction and grading.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES Course Grades for 9th graders in Math 1	Student Group 2025-26 (Spring) 2025-2026 (Winter) All 9th grade Black Latino Newcomer	Student Group 2026-27 (Winter) 2026-27 (Spring) All 9th grade Black Latino Newcomer
AERIES Course Grades for 9th graders in PE	Student Group 2025-26 (Spring) 2025-2026 (Winter) All 9th grade Black Latino Newcomer	Student Group 2026-27 (Winter) 2026-27 (Spring) All 9th grade Black Latino Newcomer
NWEA MAP Math Meets/Exceeds Grade Level Norm	Student Group 2025-26 (Fall) 2025-26 (Winter) 2025-26 (Spring) All 15.5% 16.3% Grade 9 10.7% 12.8% Grade 10 19.9% 19.4% African-American/Black 17.2% 13.8% Hispanic/Latinx 16.4% 14.8% English Learners 4.5% 5.6% Long-Term ELs 15.8% 3.9%	Student Group 2026-27 (Fall) 2026-27 (Winter) 2026-27 (Spring) All baseline % +3% +5% Grade 9 baseline % +3% +5% Grade 10 baseline % +3% +5% African-American/Black baseline % +3% +5% Hispanic/Latinx baseline % +3% +5% English Learners baseline % +3% +5% Long-Term ELs baseline % +3% +5%

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To Remove a Row: Clear all content, including spaces from each cell in the row.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>This strategy seeks to improve student academic outcomes by improving and leveraging teacher collaboration. This strategy will have teachers using agreed upon scope and sequences and common pacing guides to move further along in the PLC process so that teachers can start to assess the impact of their teaching on student learning.</p> <p>Provide 5 release days for the week of June 8-12 for 6 math teachers plus TSA of community schools to facilitate the creation and adoption of a vertically articulated scope and sequence for Math 1, Math 2, and Math 3. This would allow the team to identify commonly agreed on essential standards, pacing guides, and begin the process of developing common formative assessments.</p> <p>Provide 30 hours of summer work time for the math teachers to work individually or collaboratively on integrating the scope and sequence into their instructional plans. This time would also allow for internalization of math scope and sequence as well as new curriculum adoption.</p> <p>Provide 5 release adays over the course of the school year for the math department to continue to work collaboratively on planning common formative assessments, aligning on best instructional practices, and continuing to implement the new scope and sequence.</p>	All Students	<p>30,000 Title 1 School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Extra hours for math collaboration during the summer and school year</p> <p>8500 LCFF Supplemental 3000-3999: Employee Benefits benefits for certificated extra hours</p> <p>1500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures</p>
1.2	<p>The ELD program will improve student outcomes by strengthening relationships, increasing attendance, and expanding family engagement through targeted, culturally responsive supports. Staff will provide consistent support and community-building activities to increase students' sense of connection to adults. Staff will collaborate for instructional student engagement and SEL purposes in order to best meet student needs. In addition, the program will with the already established family engagement plan that includes multilingual communication, accessible events, and ongoing outreach and partnerships to increase participation and ensure families and students feel meaningfully connected to the school. We will be a responsive model, with a focus on our specific demographic's needs.</p>	English Language Learners	<p>4000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Extra Hours</p> <p>1000 Title 1 School Wide Program (SWP) 2000-2999: Classified Personnel Salaries extra hours</p> <p>2000 Title 1 School Wide Program (SWP) 3000-3999: Employee Benefits extra hour benefits</p> <p>5000 Title 1 School Wide Program (SWP)</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3	Supplies and materials for core academic classes to ensure students have access to materials and supplies to have academic success in classes.	All Students	4000-4999: Books And Supplies Materials and Supplies 6000 Title 1 School Wide Program (SWP) 5000-5999: Services And Other Operating Expenditures Operating Expenses 30,000 LCFF Supplemental 4000-4999: Books And Supplies Supplemental materials and supplies 3,000 Title 1 School Wide Program (SWP) 4000-4999: Books And Supplies ELA readers
1.4	Purchase PE uniforms and backup clothes for all students since dressing out is a requirement for the course.	All Students	13,000 LCFF Supplemental 4000-4999: Books And Supplies 7,000 Title 1 School Wide Program (SWP) 4000-4999: Books And Supplies

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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All of the activities and strategies were implemented, and we did see some growth in our academic area on state testing in math, ELA and science. This growth, however, was minimal and we still experience high numbers of students struggling with graduation, A-G eligibility, and making adequate progress for their English Learner Progress.

Teachers engaged in collaborative work with department teams to progress in the PLC and PLT work. This work was primarily done on co-planned Wednesday department meetings. There were two district-wide professional learning days related to this work, but much of our staff if absent for those days. Our math teachers took 4 release days to continue their PLC work and no other team collaborated outside standard meeting times.

We also had numerous field trips for college and career exploration, as well as for subject matter experiences, throughout the year.