

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Engagement and School Climate & Culture

Goal 2a: We will increase the number of students indicating they have meaningful participation at school and do things that make a difference by 5% between June 2026 and June 2027 according to the California Healthy Kids Survey. We will do this by developing practices and programs targeted to 9th and 11th grade students.

Goal 2b: We will increase the number of students indicating that they have strong relationships with their teachers by 5% between June 2026 and June 2027 according to the California Healthy Kids Survey. We will do this by developing practices and programs targeted to building relationship-centered spaces across campus.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Develop students' understanding of civic responsibility and support their engagement in activities that advance social justice.

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.

We saw significant growth in several areas of school climate indicators, most notably an increase in students reporting connection with a trusted adult, as well as staff feelings about working on site and also in parent/school communication. Our California Healthy Kids Indicators related to students having meaningful participation and doing things that make a difference, remain very low.

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
Goal 2 - Meaningful Participation - students reporting "Most of the time" or "All of the time" (Source CalSCHLS CHKS)	Student Group 2025-26 Grade 9 19% Grade 11 27%	Student Group 2026-27 Grade 9 25% Grade 11 32%
Goal 2 - I do things that make a difference - students reporting "Pretty much true" or "Very much true" (Source: CalSCHLS CHKS)	Student Group 2025-26 Grade 9 20% Grade 11 29%	Student Group 2026-27 Grade 9 25% Grade 11 34%
To Add a Row: Click "Add Row." 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
2.1	"The purpose of this year-long program is for students to continue to cultivate the habits and skills of a successful learner. In Advisory, students will reflect on their academic behavior, future goals, and participation in the SLz community. Ninth grade works closely in collaboration with	All Students	500 LCFF Supplemental 4000-4999: Books And Supplies Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	<p>Link Crew, to create meaningful connections between upperclassmen and younger students. In addition, the Advisory curriculum integrates College and Career planning and Social-Emotional Learning, and works with EAOP, the College & Career Center, and the Counseling Department.</p> <p>For the last eight years, the staff has collaborated to nominate students for "SLz Superstar" awards that correspond to our monthly "Power Words," which link to themes and topics covered in Advisory, as a way to increase the connection between Advisory and students' other classes. Students receive a certificate and a pen, sticker, or button in recognition of their positive contributions to the Grizzly community."</p> <p>"The San Lorenzo High School Link Crew program is built upon the idea of a community helping its newest members learn the ins and outs of high school in order to be socially and personally successful. The SLz Link Crew program trains 11th and 12th grade students to assist and support 9th graders so that they successfully transition from middle to high school. Our purpose is to empower junior and seniors as role models for freshmen, to increase freshman success through supportive peers, to develop leadership skills in students on campus, and help create a supportive atmosphere at SLz. Our proposal covers our activities as well as the personnel needed to teach the afterschool class, because students get elective credits on their transcripts for the class .This Increases the amount of students who are eligible for colleges by making up credits or getting their A-G requirements through the class.</p> <p>""Link crew helps support 9th graders in many ways: grade reports, life skills, school involvement, mentoring. We also support our Link Leaders by allowing them to be leaders on campus and take ownership of the school. We have also found that most link crew leaders grades improve while they are in the program. The connections that the freshman make with their link leaders help improve school culture , we also find that our link leaders behavior improves because of the program and taking on the leadership role helps them want to be better students to model for the freshman.</p> <p>""Link Leaders are given the opportunity to be leaders in the school community, use the lessons they learned in their first 2-3 years in school, and be able to pass this knowledge along to the freshmen. They also develop relationships with these students and provide support and guidance whenever needed. Through freshman advisory and topics designated by the 9th grade English team, the link leaders teach and guide them</p>	All Students	<p>1100 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Extra hours for coordination</p> <p>400 LCFF Supplemental 3000-3999: Employee Benefits extra hour benefits</p> <p>7,000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>2000 LCFF Supplemental 3000-3999: Employee Benefits</p> <p>1000 LCFF Supplemental 4000-4999: Books And Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	<p>through their transitioning year. Our freshmen get the benefit of having an upperclassman on campus they can go to for guidance and assistance in any matter. We also have a newcomer program where we provide students to the counseling office to take our new students on tour in order to learn about SLz high school."</p> <p>"The proposed request is to fund and support a variety of campus clubs that provide students with opportunities for connection, leadership, and engagement beyond the classroom.</p> <p>The main goals are to increase student participation, build a stronger sense of belonging, and develop leadership and collaboration skills. Clubs will offer inclusive spaces where students can explore interests, build relationships, and stay connected to school.</p> <p>This request supports the SPSA goal by promoting student engagement, improving school climate, and increasing attendance and academic motivation. When students feel connected and involved, they are more likely to attend regularly, participate in learning, and succeed academically."</p>	All Students	<p>4000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>1000 LCFF Supplemental 3000-3999: Employee Benefits</p> <p>3,000 LCFF Supplemental 4000-4999: Books And Supplies</p>
2.4		All students	
2.5		All Students	
<p>To Add a Row: Click "Add Row." To Remove a Row: Clear all content, including spaces from each cell in the row.</p>			

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.

Our advisory program was facilitated through our English classes. The English Language Learner program used supplemental resources. We did not end up using school funds for interns in our social work department or counseling department. We received a social work intern through district funds. We used the funds as indicated, but they are not having an impact on outcomes for students that are visible in the data that we are looking at.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We used the funds as indicated, but they are not having an impact on outcomes for students that are visible in the data that we are looking at.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are honing in our efforts on 1-2 measures so that we can improve our ability to use research-based strategies or targeted universalism to shift metrics for students. We moved our academic goals into goal 1, our attendance and suspension goals into goal 3, and are focusing on student/teacher relationships for goal 2.