

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dr. TJ Owens Gilroy Early College Academy	43-69484-0114496	October 29, 2020	December 17, 2020 (tentative)

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This SPSA plan is directly aligned with the Gilroy Unified School District Local Control and Accountability Plan, falling in line with the specified LCAP goals. This SPSA plan mimics our Western Association of Schools & Colleges (WASC) plan for accreditation, and WASC has accredited GECA through June 2025. The goals, as outlined in GECA's SPSA plan are reviewed during the school's GECA Advisory Board meetings, which take base on a monthly basis.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The GECA Advisory Board (GAB) met to approve the SPSA on October 29, 2020, after GECA staff met as departments to provide suggestions/revisions. This SPSA plan mimics our Western Association of Schools & Colleges (WASC) plan for accreditation, and WASC has accredited GECA through June 2025. The goals, as outlined in GECA's SPSA plan are reviewed during the school's GECA Advisory Board meetings, which take base on a monthly basis.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.35%	%	0%	1		0
African American	1.39%	0.66%	0.33%	4	2	1
Asian	22.92%	19.34%	19.08%	66	59	58
Filipino	2.43%	3.61%	3.95%	7	11	12
Hispanic/Latino	45.83%	49.18%	50.66%	132	150	154
Pacific Islander	%	%	0%			0
White	22.92%	21.64%	19.08%	66	66	58
Multiple/No Response	%	0.98%	4.93%		3	6
	Total Enrollment			288	305	304

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	85	86	80
Grade 10	77	79	80
Grade 11	67	76	74
Grade 12	59	64	70
Total Enrollment	288	305	304

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	0	0	2	0	0.0%	0.7%
Fluent English Proficient (FEP)	140	158	177	48.6%	51.8%	58.2%
Reclassified Fluent English Proficient (RFEP)	1	0	0	100.0%	0.0%	0.0%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	60	64	75	60	64	75	60	64	75	100	100	100
All Grades	60	64	75	60	64	75	60	64	75	100	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2739.	2725.	2735.	81.67	82.81	80.00	16.67	12.50	16.00	1.67	4.69	4.00	0.00	0.00	0.00
All Grades	N/A	N/A	N/A	81.67	82.81	80.00	16.67	12.50	16.00	1.67	4.69	4.00	0.00	0.00	0.00

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	60	64	75	60	64	75	60	64	75	100	100	100
All Grades	60	64	75	60	64	75	60	64	75	100	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2749.	2727.	2752.	68.33	53.13	64.00	26.67	34.38	26.67	5.00	10.94	9.33	0.00	1.56	0.00
All Grades	N/A	N/A	N/A	68.33	53.13	64.00	26.67	34.38	26.67	5.00	10.94	9.33	0.00	1.56	0.00

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
305	36.4	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.		

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
Socioeconomically Disadvantaged	111	36.4
Students with Disabilities	4	1.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7
Asian	59	19.3
Filipino	11	3.6
Hispanic	150	49.2
Two or More Races	14	4.6
White	66	21.6






Conclusions based on this data:

1. GECA continues to serve a diverse population of students.
2. GECA is seeking ways to recruit more students who meet its target population to apply, specifically those who are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Blue</p>	<p>Graduation Rate</p>  <p>Blue</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Blue</p>		
<p>College/Career</p>  <p>Green</p>		

Conclusions based on this data:

1. Students continue to succeed academically.
2. The school will be evaluating the way that its suspension data is reported via Aeries, and will continue to implement its Restorative Justice practices through its Honors Tribunal.

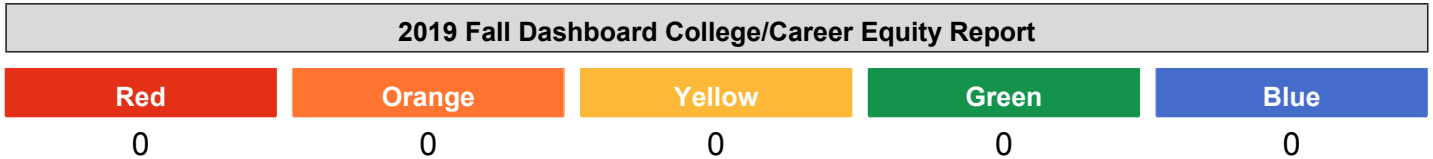
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>96.8</p> <p>Declined -3.2</p> <p>62</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
100 Prepared	100 Prepared	96.8 Prepared
0 Approaching Prepared	0 Approaching Prepared	3.2 Approaching Prepared
0 Not Prepared	0 Not Prepared	0 Not Prepared

Conclusions based on this data:

1. GECA continues to focus on preparing students for colleges and careers.
2. GECA continues to focus on ensure students are successful in their Gavilan College classes.

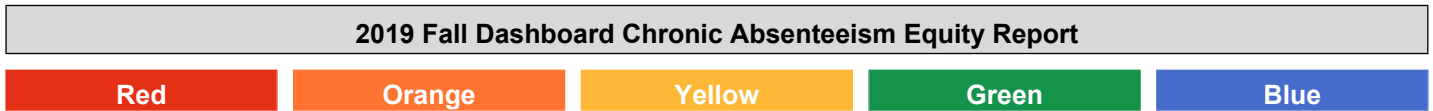
School and Student Performance Data

Academic Engagement Chronic Absenteeism

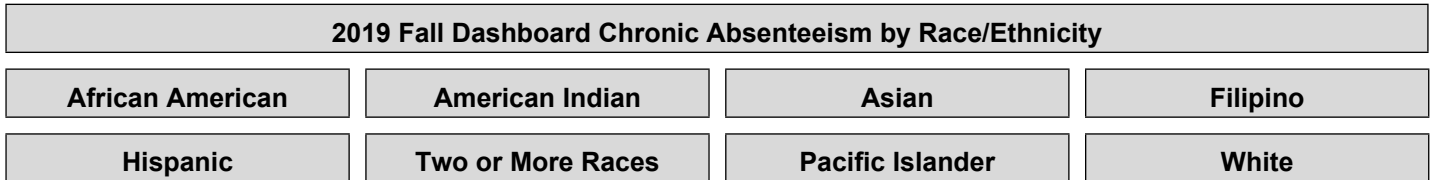
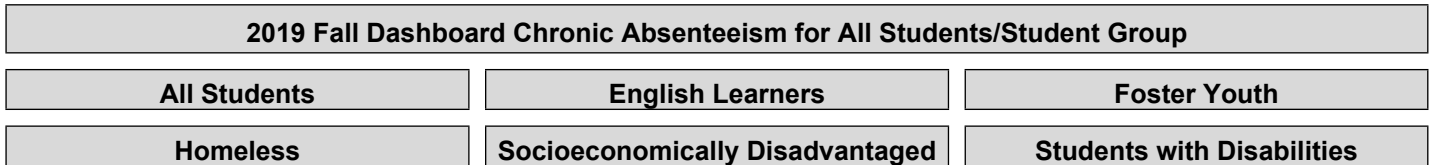
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- 1.

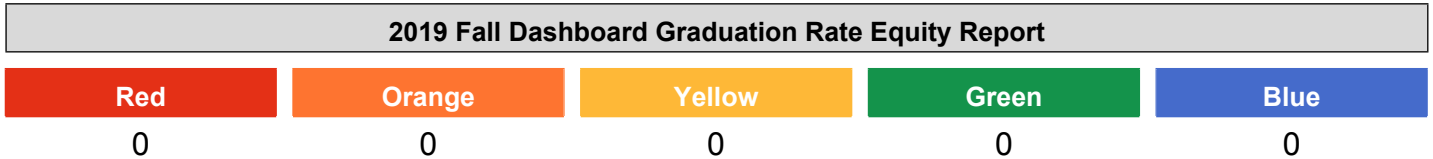
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>100</p> <p>Maintained 0</p> <p>62</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>100</p> <p>Maintained 0</p> <p>21</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 100 Maintained 0 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 100 Maintained 0 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 100 Maintained 0 14

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
100	100

Conclusions based on this data:

1. GECA continues to focus its efforts on ensuring its students successfully complete their graduation requirements.

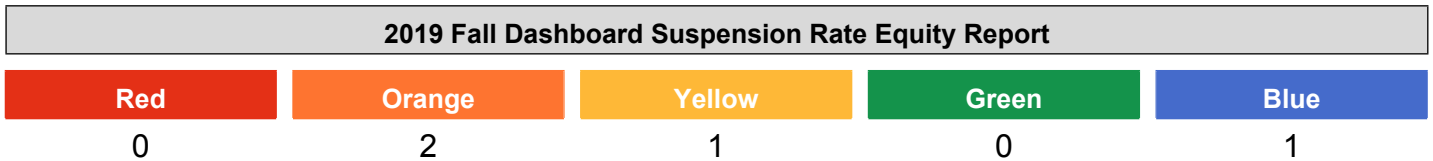
School and Student Performance Data

Conditions & Climate Suspension Rate

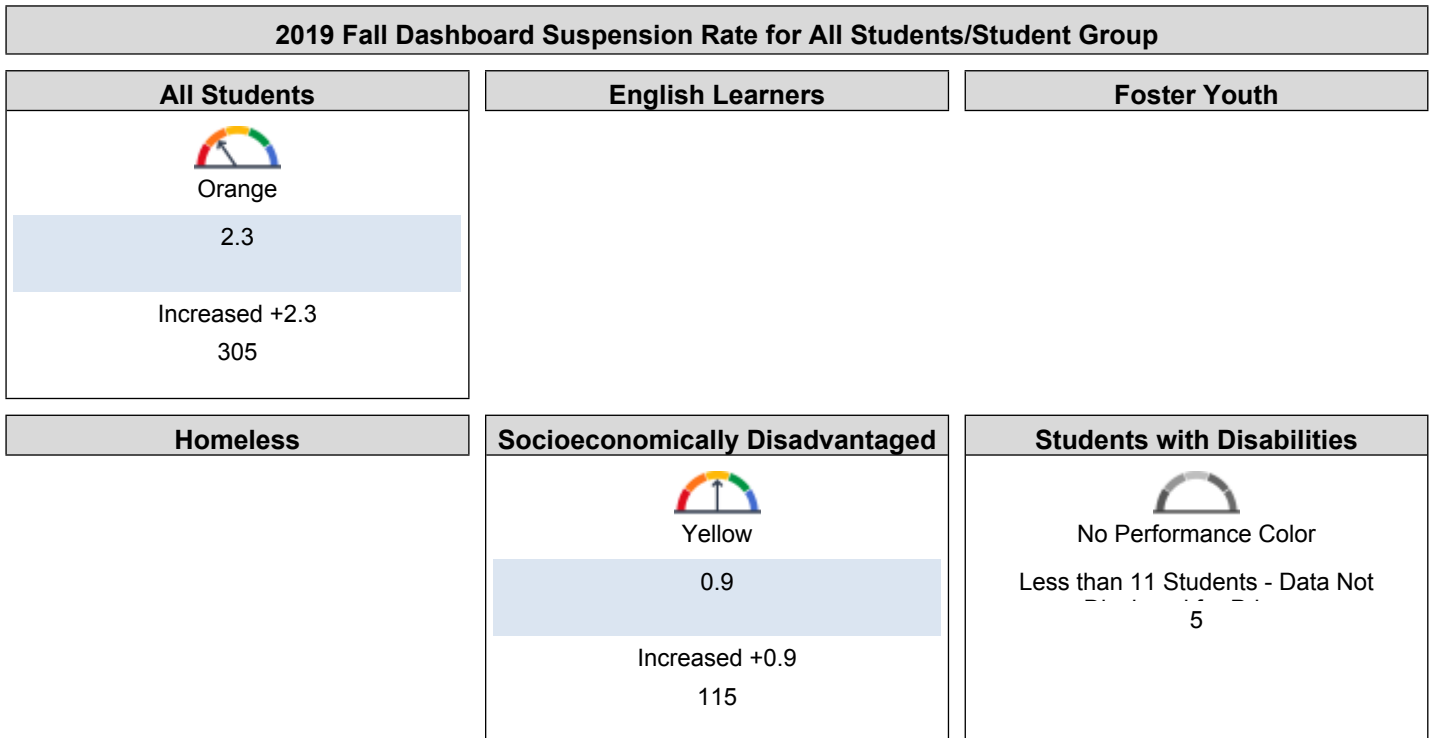
The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2		 Orange 3.4 Increased +3.4 59	 No Performance Color 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7 Increased +2.7 150	 No Performance Color 5.9 Increased +5.9 17		 Blue 0 Maintained 0 66

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	2.3

Conclusions based on this data:

1. The number of suspensions, as reported by Aeries, seems to have increased from the previous year; however, in reviewing Aeries and suspensions from the previous year, this information is misleading. Therefore, GECA administration will review how suspensions are reported through Aeries.
2. GECA will continue to focus its efforts on implementing Restorative Justice practices through its student-run Honors Tribunal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide high quality instruction and 21st Century learning opportunities to ensure College and Career Readiness

Goal 1

Focus on instructional strategies in a distance-learning format, in order to impart a rigorous curriculum with cross-curricular connections and opportunities for real-world application and mentorship, while simultaneously teaching students how to reflect upon and monitor their own learning.

Identified Need

Critical Learner Needs Addressed:

(1) Students need to learn how to cite appropriate evidence to support a given claim and to analyze how the evidence they have selected supports a given claim.

(2) GECA students need improved skills for self-advocacy, stress-management, and time-management.

(4) GECA students need more leadership opportunities to engage with the school and local community.

Student Learner Outcomes Addressed:

- Be Someone:
 - Become a confident leader
 - Utilize effective communication skills, both written and verbal
 - Demonstrate initiative and self-direction
- Go Somewhere:
 - Believe in and model the qualities of strong character in both an academic and personal community
 - Foster a diverse community that welcomes new members
 - Become a representative of GECA and establish connections to the greater community and globally
- Seek Excellence:
 - Acquire the abilities, skills, and knowledge required for the lifelong pursuit of ongoing academic, occupational and personal growth.
 - Demonstrate critical thinking and problem solving skills
 - Develop collegiate-level skills through rigorous curriculum
 - Develop technology literacy for a 21st century education

Resources: LCAP Goal 1 Budget, Site Discretionary, IMF, School Library Bulk Grant, GATE, Restricted Lottery Budget

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>100% of GECA teachers will continue to participate in department-specific Professional Learning Communities at least once monthly, where teams will engage in collaborative work monitoring struggling students, revising curriculum to incorporate Dr. David Conley's Key Cognitive Strategies (KCS) as well as cross-curricular projects/assignments, and sharing best instructional practices, as evidenced by the PLC logs submitted to Educational Services office</p>	<p>100% of staff collaborated in department-specific PLCs, and found that students needed continued support with critical thinking and subject-specific writing, especially with writing analysis (as described in Student Critical Learner Need 1)</p> <p>PLC and staff professional development debrief surveys revealed that staff appreciated support with instructional strategies, time management and mindfulness practices</p>	<p>Monthly PLC logs from department meetings each school year will demonstrate that 100% of staff will continue to collaborate in department-specific PLCs to support students with critical thinking and subject-specific writing</p>
<p>Informal observation data, updated curriculum maps, and integration of standards-aligned assessments and textbooks will demonstrate that 100% of teachers will continue integrating technology, Common Core standards, ELA/ELD framework and/or Next Generation Science Standards</p>	<p>Informal observation data demonstrated 100% of teachers have been integrating technology, Common Core standards, and/or Next Generation Science Standards, but needed more critical thinking opportunities embedded throughout the lessons; applying the SAMR model, technology used to modify and/or redefine instruction is low (in the 5-8% range), especially in comparison to Substitution and Augmentation (In the 35% range).</p> <p>100% of GECA teachers moved to a fully-online instructional model, incorporating opportunities for students to collaborate with each other online, write online, and complete assignments online.</p>	<p>100% of teachers will continue integrating technology, CCSS, NGSS</p> <p>Continue to increase percent of teachers using technology to modify and/or redefine instruction by 10% (in comparison to Substitution and Augmentation)</p> <p>80% of students will identify and solve authentic problems using technology at least monthly, as measured by BrightBytes Survey results</p> <p>100% of GECA students will have access to online learning platform.</p> <p>100% of classrooms will show evidence of implementing strategies identified in the ELA/ELD Framework to support English Language Learners and Reclassified students, as measured by informal observations</p> <p>100% of classrooms will show evidence of using PearDeck,</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		KamiApp, Zoom and Kagan Cooperative strategies to support students in a distance learning format, as measured by informal observations.
Maintain or continue to improve Advanced Placement (AP) Exam Pass Rate for AP courses offered at GECA, in all subgroups to meet or exceed the national average pass rates.	AP Exam Data demonstrates that most recently, students have improved on AP Exam pass rate (at around 66%), but students identifying as Hispanic/Latino and/or socioeconomically disadvantaged have not scored as high as their other peers.	Maintain or continue to improve Advanced Placement (AP) Exam Pass Rate for AP courses offered at GECA, in all subgroups to meet or exceed the national pass rates.
<p>Maintain or improve upon rate of 96% students meeting or exceeding standards on CAASPP for English Language Arts</p> <p>Increase by 10% the number of students (in all significant subgroups) who are exceeding standards on CAASPP for Mathematics; improve percentage of students meeting or exceeding standards on CAASPP for Mathematics to be 95%</p>	<p>CAASPP scores show that 96% of students meet or exceed the standards in English (remaining around the same level since 2014-15), and 87% of students meet or exceed the standard in Math (having increased since 2014-15); however, students identifying as Hispanic and/or socioeconomically disadvantaged scored around 90% in English and 80% in math.</p>	<p>Maintain or improve upon the percent of students meeting/exceeding the standards in English Language Arts on the CAASPP exam.</p> <p>Maintain or improve upon the percent of students meeting/exceeding the standards in Mathematics on the CAASPP exam.</p> <p>Increase by 10% the number of students (in all significant subgroups) who are exceeding standards on CAASPP for Mathematics; improve percentage of students meeting or exceeding standards on CAASPP for Mathematics to be 95%</p> <p>Improve percent of students identifying as Hispanic/Latino and/or socioeconomically disadvantaged by 5% who score meeting/exceeding on English Language Arts CAASPP exam</p> <p>100% of teachers will set classroom qualitative and quantitative goals at the beginning of the year, and</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		utilize EADMS and Aeries results to revisit class and student progress toward those goals with students after each unit and/or benchmark assessment. (Quarterly benchmark results per subject area will demonstrate progress toward these goals)
Decrease percent of students missing school due to stress, anxiety, lack of preparation and/or lack of sleep by 3%, as reported on the Healthy Kids Survey.	Healthy Kids Survey Results show that an average of 6% of students missed school because they were behind with school work or weren't prepared for tests/assignments, 6.5% didn't get enough sleep, and 11% felt sad, hopeless, anxious, stressed or angry.	Decrease percent of students missing school due to stress, anxiety, lack of preparation and/or lack of sleep by 3%, as reported on the Healthy Kids Survey.
Maintain or improve upon students' college-level readiness results, as measured by the SAT (98% demonstrating college-level English readiness and 93% demonstrating college-level math readiness) and/or the California Dashboard College/Career Readiness Indicator (88.6%)	As of Class of 2020, 100% of graduating seniors took the SAT due to the school offering the SAT during the school day; students have scored an average of 1280 (up from Class of 2019 average of 1259); only about 79% (on average) of graduating seniors had taken the SAT since the Class of 2016-2018.	Maintain or improve upon students' college-level readiness results, as measured by the SAT (98% demonstrating college-level English readiness and 93% demonstrating college-level math readiness) and/or the California Dashboard College/Career Readiness Indicator (88.6%)
100% of GECA AcaPrep teachers will collaborate monthly to update AcaPrep curriculum to include stress management, academic interventions, job exploration and a focus on career readiness, as evidenced by informal observations and updated curriculum maps	<p>AcaPrep 11 and 12 curriculum focuses on Career Readiness and job exploration, yet only 23 of 125 students attended Rock the Mock at Gilroy High (in 2017); 35 attended in 2018; 39 attended in 2019</p> <p>WASC Survey results and focus group discussions informed the need for more mentorship and career opportunities to be fused into the curriculum.</p> <p>100% have visited at least two different universities before</p>	<p>100% of monthly AcaPrep collaboration meetings will include discourse of and integration of job exploration and career readiness opportunities for students</p> <p>100% of GECA AcaPrep teachers will collaborate monthly to update AcaPrep curriculum to include stress management, academic interventions, job exploration and a focus on career readiness, as evidenced by informal observations and updated curriculum maps</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>graduating from GECA, as of Class of 2018.</p>	<p>100% of students will have visited at least two different universities and three different professional settings (as part of a school-sponsored field trip) before they graduate from GECA. (goal is suspended for 2020-21 school year due to COVID-19)</p> <p>80% of GECA students will have an awareness regarding local job, internship, and/or co-curricular opportunities, as evidenced by student survey results</p>
<p>100% of staff will attend some form of professional development over the course of the year, whether it be virtual, County-led, School District-led, Google Apps For Education and/or AP conferences</p>	<p>3 of 3 AP teachers continue to request support implementing CollegeBoard Advanced Placement (AP) Curriculum</p> <p>All GECA staff requests professional development on distance learning instructional strategies</p>	<p>100% of GECA teachers will continue to participate in department-specific Professional Learning Communities at least once monthly, where teams will engage in collaborative work monitoring struggling students, revising curriculum to incorporate Dr. David Conley's Key Cognitive Strategies (KCS), and sharing best instructional practices, as evidenced by the PLC logs submitted to Educational Services office</p> <p>100% of classrooms will show evidence of implementation of site-identified CCSS strategies (adapted for virtual learning environment), as measured by informal observations</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, socioeconomically disadvantaged students, Hispanic/Latino students, students on Academic Probation (who have below a 2.5 Grade Point Average)

Strategy/Activity

1.1: GECA staff will continue to collaborate during two of 3 meetings per month, in a way that includes professional development for staff: one meeting will be devoted to AcaPrep Curriculum development, and one meeting will be devoted for department-specific Professional Learning Communities (PLCs) (LCAP 1.1.2)

- Principal and department chairs will establish meeting calendar and agenda and goals for school year (3 total per month - 1 staff meeting, 1 AcaPrep Collaboration meeting, and 1 PLC meeting) to ensure staff collaboration is productive and focused around goals of improving student critical thinking and creativity (August 2020)
- Principal and department chairs will evaluate the transfer of professional development knowledge into classroom practice through informal observations (virtual pop-ins) and through collecting data via PLC process (ongoing, monthly)
- Departments and AcaPrep grade-levels will establish quantitative learning goals per subject area/class and measure student progress toward learning goals using classroom or district benchmark assessments (August 2020, January 2021)
- Teachers will be encouraged to share best instructional practices with colleagues through virtual learning environment (ongoing, monthly)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, socioeconomically disadvantaged students, Hispanic/Latino students, students on Academic Probation (who have below a 2.5 Grade Point Average)

Strategy/Activity

1.2: Departments (STEM and Humanities) will collaborate on a monthly basis through the PLC process to identify struggling students, to update curriculum maps/lessons to include English Language Development Framework, Common Core Standards, Next Generation Science Standards, culturally responsive pedagogy, and to share instructional strategies to improve student learning (LCAP 1.1.8, 1.2.1, 1.5.2, 2.5.1, 2.5.3)

- Teachers will revise Scope and Sequence per subject area to include newly-adopted textbooks and instructional materials, especially to include cross-curricular planning and to ensure implementation of Common Core and NGSS standards in departments, especially as the curriculum pertains to a distance learning setting (August 2020 and ongoing, monthly)
- Teachers will collaborate to create one cross-curricular assignment per grade level (Fall 2020)

- Teachers will collaborate to brainstorm and revise instructional plans to include diverse texts from differing perspectives, more hands-on learning opportunities, and interactive assignments (monthly, ongoing)
- Teachers will review quality of assessments to ensure assessments are measuring critical thinking and creativity (beyond memorization) (monthly, ongoing)
- Principal and department chairs will monitor implementation of PLC protocol and goals accomplished per PLC for each department (ongoing, monthly)
- Principal and department chairs will update walkthrough tool to reflect online learning, using the tool to collect data (during different points in the lesson) to inform professional development activities and to evaluate the transfer of professional development knowledge in the classroom (ongoing)
- Humanities Department will select supplemental readings from differing perspectives to engage students in critical discussions (monthly)
- Purchase supplemental course materials that promote cross-curricular connections and are standards-aligned (Fall 2020)
- Department chairs will use walkthrough tool two times per month to include AcaPrep courses (monthly)
- Departments will investigate and support cross-curricular use of CCSS and NGSS to incorporate projects that address NGSS cross-cutting standards (ongoing, monthly)
- Core subject teachers will utilize online, individual curricular supports such as Khan Academy or Math XL through Pearson (when available) to support and/or move forward student comprehension in different subject areas (ongoing)
- Teachers will plan to take students on field trips to promote hands-on learning opportunities (suspended until Spring 2021)
- Teachers will continue to review student data (especially on writing samples) during PLCs to support students in citing evidence and analyzing evidence to support a given claim (utilizing TurnItIn tools to teach students how to monitor their own plagiarism risk) (monthly, ongoing).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1827	Site Discretionary
2775	SLIBG
5625	LCAP Goal 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, socioeconomically disadvantaged students, Hispanic/Latino students, students on Academic Probation (who have below a 2.5 Grade Point Average)

Strategy/Activity

1.3: AcaPrep teachers will continue to collaborate monthly to enhance curriculum to include:

- Dr. David Conley's Four Keys of College and Career Readiness,
- California Colleges.Edu lessons,
- MyDegreeWorks & Aeries familiarity lessons
- opportunities for job/career exploration,
- college research and interest matching, and
- PSAT, SAT, ACT preparation, and
- supports for struggling students, including methods of dealing with stress and anxiety (specifically mindfulness techniques)
- supports for struggling students, including time management plans
- digital citizenship lessons

(LCAP 1.4.2, 1.4.3, 2.3.5)

- Teachers will continue reviewing instructional materials and curriculum to ensure Four Keys of College and Career Readiness are incorporated in AcaPrep (monthly, ongoing)
- Teachers will revise AcaPrep curriculum strand of college and career investigation to include Character Counts! Education, more opportunities for job exploration and a focus on life skills such as e-mail reading/writing, resume writing, balancing checkbooks, utilizing online banking platforms, financial literacy, budgeting, filing taxes, and effective communication skills (monthly)
- Teachers will explore curriculum available for teaching financial literacy, budget, filing taxes, etc.
- Formalize SAT, ACT and PSAT preparation within AcaPrep Curriculum, utilizing Khan Academy and CollegeBoard accounts (monthly)
- All GECA staff will familiarize themselves with and incorporate MyDegree Works and CaliforniaColleges.edu into AcaPrep Curriculum (January 2021)
- Principal will continue participating in Gilroy Business-Education Committee to increase student participation in events such as Rock the Mock, Career Day, etc. (ongoing, monthly)
- Teachers will engage students with resiliency activities by incorporating AP Boot Camp class-wide activities (ongoing, monthly)
- The school will continue to host Career Exploration opportunities for GECA students (ie. ASVAB testing, GECA Career Day, CHP Impact Week, YouTube Ted Talks, Gavilan Career Fair, hosting a PTSA social for students & community members, monthly career-related talks), utilizing parent and alumni volunteers (Spring semester on annual basis; quarterly career talks) (suspended until Fall 2021)
- The school will continue to participate in College Day, Career Day, and Signing Day with Gavilan College and encourage GECA student attendance (November, March, and April) (suspended until Fall 2021)
- Teachers will incorporate lessons in digital citizenship during AcaPrep (ongoing, quarterly)
- Continue to incorporate mindfulness practices into AcaPrep curriculum (monthly, ongoing)
- Incorporate InspirEd one-on-one support for students applying to a four-year university (Fall 2020)
- Utilize Virtual Reality College Campus tours, through Google Apps and Google Cardboard (ongoing, semesterly)
- Include career-directed and life-focused surveys, questions and check-points in curriculum to help students determine their future goals and to determine if they are on track to meet those goals (Spring 2021)
- Create a summer activity / internship suggestion or contact book (Spring 2021)

- Continue to encourage students to apply for internship opportunities as they arise throughout the school year (advertise more frequently) (ongoing, monthly)
- 100% of GECA Students will have CaliforniaColleges.Edu Account and CollegeBoard Big Future Account (by Spring 2021)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	LCAP Goal 1
4500	Site Discretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.4: Continue providing staff with professional development and collaboration opportunities in the area of technology integration, and ensure the school has the technology necessary to enhance instruction with technology (as evidenced by teacher and student use of technology in the classroom) (LCAP 1.5.2, 1.5.3, 1.5.4, 1.5.5)

- 100% of GECA staff will receive formal training on technology integration for virtual learning (ie. reviewing online techniques that promote four C's of common core and modification/redefinition on the SAMR model) (Fall 2020)
- Review and implement digital citizenship and digital literacy lessons in AcaPrep (ongoing, monthly)
- Conduct informal observations/ walk-throughs/virtual pop-ins to ensure technology integration (weekly)
- Share best technology practices during staff meetings, PLCs and AcaPrep collaboration meetings (monthly)
- Implement use of Apps and Programs, such as Google Docs, WeVideo, Google CardBoard, Padlet, Khan Academy, Hour of Code, MIT App Builder, etc. that enhance instruction, student learning and student engagement (ongoing)
- Revise and implement technology plan, alongside Gilroy Unified School District Technology Plan, to include updated and improved Wireless internet, projectors/interactive displays per classroom, upgraded Chromebooks, and ChromeCarts for all classrooms (Spring 2021)
- Ensure all students have access to online learning platform (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.5: GECA Staff will continue to engage in professional development for CollegeBoard expectations, revising school policies and practices, curriculum maps, syllabi and lesson plans (LCAP 1.2.2, 1.4.4)

- School counselor will participate in AP Training for AP Coordinators (Spring 2021)
- AP teachers will attend CollegeBoard Advanced Placement summer institute, and/or CollegeBoard-endorsed AP events, such as CollegeBoard workshops (January 2021)
- Revise AP curriculum maps and pacing guides per subject area to maintain curricular articulation between grade levels, a consistent pace with curriculum and cross-curricular collaboration (Summer 2020, monthly, ongoing)
- AP teachers will utilize supplemental curriculum to support student understanding of the concepts and to ensure diversity of perspectives are incorporated into the curriculum (ongoing)
- Encourage Civic Engagement requirement for Social Studies classes (semesterly)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2200

Site Discretionary

25000

IMF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.6: Continue to develop and support effective instruction in all subject areas, as evidenced by implementation of three-year professional development plan (LCAP 1.1.3)

- Principal and department chairs will revise the three-year professional development plan for all instructional staff to include support for AP training, cross-curricular collaboration, and technology integration (Fall 2020)

- Continue professional development for staff to include a focus on instructional strategies such as think time, different types of checks for understanding, cross-curricular planning, backwards design, real world application performance tasks, project-based learning, and culturally relevant pedagogy, especially as they can be adapted to a virtual learning environment (monthly, ongoing)
- Continue to revisit non-negotiables, including Dr. Conley’s Four Keys of College & Career Readiness, and Kagan Cooperative Strategies, with both students and staff, even in distance learning format (ongoing, monthly)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000

Site Discretionary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.7: Equip GECA science courses (Biology Honors and Chemistry Honors) with lab materials and literacy supports to ensure alignment with NGSS standards and to ensure students are better prepared for their physical science courses at Gavilan College (as evidenced by student success in Gavilan science courses) (LCAP 1.1.11, 1.3.4)

- Science teachers will use newly adopted textbooks to revise curriculum maps and pacing guides per subject area to maintain a consistent pace with curriculum and to reflect cross-curricular collaboration (ongoing, January 2021)
- 100% of 9th grade students will enroll in Honors Biology and 100% of 10th grade students will enroll in Honors Chemistry; 11th and 12th grade students will be advised to enroll in Gavilan College Physics course(s) (ongoing, semesterly)
- STEM teachers will investigate and implement cross-curricular use of CCSS and NGSS to incorporate projects that address NGSS cross-cutting standards (ongoing, monthly)
- STEM teachers will continue to adapt KCS process for STEM specific uses as part of Professional Learning Community goals (ongoing, monthly)
- STEM teachers will inventory supplies and generate list of supplies necessary to ensure lab activities are aligned with NGSS (quarterly)
- Acquire necessary lab materials for Chemistry and Biology labs to ensure labs and assignments are NGSS-aligned (ongoing, annually)
- Science teachers will inventory lab materials & generate “wish list” (August 2020)
- Purchase lab materials necessary to update the equipment (monthly)
- STEM teachers will utilize GIZMOS to conduct online learning experiences (such as labs, extended problems, etc.) (monthly, ongoing)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10429	Lottery: Instructional Materials
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.8: Continue providing high school and college textbooks/resources for students to ensure success in College and GECA Classes necessary for graduation (LCAP 2.4.3)

- Purchase college textbooks and resources for students (semesterly basis)
- Continue to update bookroom inventory with college textbooks and sell textbooks back to Follet (Summer 2020, December 2020)
- Ensure course materials for Advanced Placement and core classes are up-to-date, reflecting newly-adopted materials, especially for AP English Language, AP US Government, and AP Macroeconomics (Fall 2020)
- Maintain compliance with physical education requirements during distance learning, by providing training and resources to physical education instructor (ongoing)
- Purchase supplemental materials to support student understanding of standards, especially in distance learning format (ongoing, annually)
- Purchase additional EdOptions licenses for students who need to ensure they are on track for A-G completion (Spring 2021, as needed)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

50488	IMF
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3873	LCAP Goal 1
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.9: Set classroom qualitative and quantitative goals at the beginning of the year, and utilize EADMS, Aeries, Gizmos, TurnItIn, Benchmark exam results, and monthly student data to revisit class and student progress toward those goals with students after each unit assessment during class time (LCAP 1.3.4, 2.5.4)

- Teachers will give students benchmark and/or unit exams that will mimic final course exam expectations (ie. AP exam style assessments for AP classes; humanities classes will reflect AP expectations in scope and sequence) (ongoing, montly)
- Teachers will review commonly missed questions with students after each unit assessment to provide students with constructive feedback based on exam results (semesterly)
- Students will track their own progress toward meeting expected goals per class (quarterly)
- Teachers will utilize TurnItIn platform to help students understand how to better use, cite, and analyze evidence (Fall 2020, ongoing)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.10: Continue to update facilities, materials and technology to foster and ensure implementation of the four C's of Common Core Standards (LCAP 1.5.2, 1.5.3, 1.5.4, 1.5.5)

- Principal will work with school district to replace school furniture with newer, safe and stable furniture (ie. student desks, outdoor tables, teacher workstation, white boards) to foster collaboration and communication (ongoing, annually)
- The school district and site will continue to collaborate to update technology plan, to improve teacher and student access to educational websites and to improve Wi-Fi connectivity and speed (ongoing)
- The school will continue to survey students regarding their technology needs, as distance learning continues (Summer 2020, followed by monthly check-ins)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000

Site Technology

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

1. Continue providing individualized professional development opportunities for each GECA staff member
2. Continue to support teacher Common Core, Next Generation Science Standards, and ELD framework implementation, especially through collaborative department meetings, grade-level meetings, district lead team meetings, and involvement with the textbook pilot/adoption process
3. Focus on preparing students for college and career opportunities, with an emphasis on balance and mental health
4. Maintain focus on student mastery of 21st Century skills of collaboration, communication, critical thinking, and creativity
5. Maintain classroom use of technology by teachers and students, with a focus on teaching technical skills and citizenship within the digital platform

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

- Due to impact of COVID-19, there is a need to revise instructional practices to support students in a distance learning format
- There is more emphasis on supporting students with mental health needs through AcaPrep, especially through technology use
- With two new staff members, there is more money allocated for staff professional development for incorporate technology into instruction
- In AcaPrep, there will be a focus on career skills, such as e-mail writing, monitoring own four-year plan, and understanding different learning and teaching styles

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide Equitable Support for All Learners

Goal 2

Break down the competitive nature of the school, especially by destigmatizing the notion of asking for help (academic, mental health, etc) and teaching students how to manage their stress and workload.

Continue assessing student performance (with various types of assessments), reviewing the data from those assessments to improve instruction, and monitoring student achievement and integrity, while collaborating with students to understand and report academic honesty violations.

Identified Need

Rationale / Critical Learner Needs Addressed:

- (1) GECA Students need to learn how to cite appropriate evidence to support a given claim and to analyze how the evidence they have selected supports a given claim.
- (2) GECA students need improved skills for self-advocacy, stress-management, and time-management.
- (3) GECA students need improved skills to create, revise, monitor and communicate their progress on their four-year academic plans.
- (5) GECA students need support to help feel less pressure from GECA's competitive learning environment.

Student Learner Outcomes Addressed:

- Be Someone: Become a confident leader
- Develop a sense of personal identity and accept the personal identities of others
- Utilize effective communication skills, both written and verbal
- Listen to and validate the opinions and ideas of others
- Demonstrate initiative and self-direction
- Go Somewhere: Believe in and model the qualities of strong character in both an academic and personal community
- Foster a diverse community that welcomes new members
- Seek Excellence: Acquire the abilities, skills, and knowledge required for the lifelong pursuit of ongoing academic, occupational and personal growth.
- Demonstrate critical thinking and problem solving skills
- Develop collegiate-level skills through rigorous curriculum
- Develop technology literacy for a 21st century education

Resources: LCAP Goal 2 Budget, Site Discretionary, IMF, School Library Bulk Grant, GATE

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Maintain percentage of graduating seniors accepted to a four-year university and maintain or improve upon percentage of graduating seniors obtaining a single Associates degree or IGETC.</p>	<p>Of the students who applied to a four-year university with the Class of 2018, 92% were accepted to a four-year university (oscillating between 80%-100% from year to year).</p> <p>97% of the Class of 2020 applied to a four-year university; 99% were accepted to a four-year university</p> <p>72% of Class of 2018, 74% of the Class of 2019, and 87% of the Class of 2020 petitioned to graduate from Gavilan College with an Associates degree.</p>	<p>100% of the seniors of the Class of 2021 will apply for a four-year university</p> <p>100% of the graduating seniors of the Class of 2021 will be accepted to a four-year university</p> <p>100% of students will be on track to meet A-G requirements</p> <p>100% of graduating seniors of each class will take the SAT</p> <p>Continue to educate students about Gavilan College degree completion requirements, as evidenced by maintaining or improving on percentage of graduating seniors (72% in 2018, 74% in 2019; 87% in 2020) obtaining a single Associates degree or IGETC.</p>
<p>Improve graduation class cohort retention rate by 3% while simultaneously increasing the number of enrolled GECA students who meet target criteria of Early Colleges (students who are any of the following: first generation, low-income, speaking a language other than English at home) by 3%</p>	<p>Average retention per graduating class varies from 74% to 81%; and retention of students between grade levels is currently between 91-97%</p> <p>Class of 2020 has an 81% retention rate; Class of 2019 had an 80% retention rate; overall average retention rate since the school's inception is 75%; however retention rate for Class of 2021 is highest at 87%.</p> <p>Percentage of students who are first in family to attend college has increased (around 51% in 2020, up from 46% the year before); similarly, the percentage of students from a low-income background has</p>	<p>Improve graduation class cohort retention rate by 3% (average retention per graduating class from 74% to 77%; and maintain or improve retention of students between grade levels - currently between 91-97%)</p> <p>Continue to increase the number of enrolled GECA students who meet target criteria of Early Colleges (students who are any of the following: first generation, low-income, speaking a language other than English at home) by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	increased (at around 41%, up from 35% in previous year).	
<p>80% of students in all significant subgroups (including English Language Learners, Socioeconomically Disadvantaged and Foster Youth) will meet or exceed the standards tested on CAASPP and CAST</p>	<p>CAASPP Grade 11 results were higher than GUSD and State averages; most recent CAASPP results show that 96% of students met or exceeded CAASPP standards for ELA. 87% of students met or exceeded CAASPP standards for Math (down from previous year).</p> <p>CAASPP Results indicated need to support students in significant subgroups, namely RFEP, Hispanic, and Socio-Economically Disadvantaged Students</p> <p>100% of English Learners (1 of 1 students) were eligible for reclassification in 2016-17 (no English Learners were identified for 2016-17).</p> <p>As of Fall 2018, of all class of 2019 students, 100% students were eligible for college-level English, and 95% were eligible for college-level math.</p>	<p>Increase CAASPP scores for Socio-Economically Disadvantaged students and for Hispanic students by 10%</p> <p>Improve percentage of all students meeting or exceeding standards on CAASPP for Mathematics to be 95%.</p> <p>Maintain or improve upon rate of 96% students meeting or exceeding standards on CAASPP for English Language Arts</p> <p>Improve CAASPP results in target areas of interpreting structure of expressions, creating equations that describe relationships, and solving equations and inequalities in one variable, as measured by Target Area analysis on CAASPP exam.</p> <p>80% of students in all significant subgroups (including Reclassified, English Learner, Socioeconomically Disadvantaged and Foster Youth Students) will meet or exceed the standards in writing a STEM-specific response, as assessed by student performance on lab write-ups and/or math performance tasks.</p> <p>80% of students in all significant subgroups (including English Language Learners, Socioeconomically Disadvantaged and Foster Youth) will meet or exceed the standards tested on math and</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

science assessments, as measured by Common Core-aligned and/or Next Generation Science Standards-aligned classroom and district benchmark assessments by Spring 2021

100% of GECA English Learner students will meet criteria for reclassification annually

Improve CAASPP results in target areas of selecting and using evidence to support a given claim, using evidence to support conclusions when comparing texts, identifying key details as evidence to select a given claim, and citing evidence to support arguments, as measured by Target Area analysis on CAASPP exam.

80% of students in all significant subgroups (including Reclassified, English Learner, Socioeconomically Disadvantaged and Foster Youth Students) will meet or exceed the standards tested on Humanities assessments, as measured by Common Core-aligned and/or Advanced Placement-aligned classroom and district benchmark assessments

80% of students in all significant subgroups (including Reclassified, English Learner, Socioeconomically Disadvantaged and Foster Youth Students) will meet or exceed the writing standards assessed by Humanities, as evidenced by student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>performance on essays responses</p> <p>100% of students will be eligible for College English by end of grade 11, as measured by Gavilan College Placement requirements</p> <p>100% of students will be eligible for college math by end of grade 11, as measured by Gavilan College Placement requirements</p> <p>100% of classrooms will show evidence of implementing culturally responsive pedagogy and curriculum selections</p>
<p>100% of GECA departments will collaborate monthly as a Professional Learning Community, monitoring struggling students, sharing best instructional strategies, and communicating dates for tests and large workload assignments, as evidenced by PLC logs</p>	<p>100% of GECA staff participated in department-specific PLCs since the 2015-16 school year.</p>	<p>100% of GECA departments will collaborate monthly as a Professional Learning Community, monitoring struggling students, sharing best instructional strategies, and communicating dates for tests and large workload assignments, as evidenced by PLC logs</p> <p>100% of classrooms will show evidence of implementing strategies to support English Learners and Reclassified students, including Dr. Conley's Key Cognitive Strategies (KCS) and Kagan Cooperative strategies, as measured by informal observations</p> <p>100% of GECA teachers will collaborate in monthly grade-level meetings to identify struggling students and to plan supports.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		100% of classrooms will show evidence of implementing culturally responsive pedagogy and curriculum selections
Maintain or continue to improve Advanced Placement (AP) Exam Pass Rate for AP courses offered at GECA, in all subgroups to meet or exceed the national average pass rates.	AP exam results for courses in which students were enrolled were above the national average in all subgroups, but were lower within the school for students who identified as Hispanic/ Latino and/or Socioeconomically Disadvantaged.	Maintain or continue to improve Advanced Placement (AP) Exam Pass Rate for AP courses offered at GECA, in all subgroups to meet or exceed the national average pass rates.
100% of GECA AcaPrep and leadership teachers will collaborate monthly to update AcaPrep curriculum to include academic interventions, CaliforniaColleges.edu lessons, mindfulness practices, SAT/PSAT review and preparation, time-management lessons, and stress-relief activities (as evidenced by updated curriculum maps and informal observations)	<p>SAT Data shows that students have scored an average of 1280 (up from 1250 the year before), but only about 79% (on average) of graduating seniors have taken the SAT since the Class of 2016.</p> <p>Healthy Kids Survey Results show that an average of 6% of students missed school because they were behind with school work or weren't prepared for tests/assignments, 6.5% didn't get enough sleep, and 11% felt sad, hopeless, anxious, stressed or angry.</p> <p>Student withdrawal report indicates that in one year, 12 students left GECA due to grades, though that number has dropped to 2 students in the 2017-18 school year; and only 1 student dropped due to stress (dating to 2017-18 school year).</p> <p>WASC Survey results and focus group discussions yielded that students hesitate to ask questions and/or voice concerns with their teachers and/or college instructors</p>	<p>Offer SAT during the school day for 100% of graduating seniors (suspended for 2020-21 school year?)</p> <p>Continue to offer PSAT for 100% of 10th and 11th grade students (suspended for 2020-21 school year)</p> <p>Decrease percent of students missing school due to stress, anxiety, lack of preparation and/or lack of sleep by 3%, as reported on the Healthy Kids Survey.</p> <p>Maintain or improve upon percent of graduating seniors petitioning for an Associates Degree from Gavilan College</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Each year, the percent of graduating seniors earning an Associates degree has increased; and, each year, the number of graduating seniors has also increased. This is in large part due to student awareness of AA degree requirements and the school counselor's collaboration with students and teachers on educating both parties with regard to degree completion requirements; however, some students have become more competitive with regard to the number of Associates degrees they can attain.	
Decrease percent of students missing school due to stress, anxiety, lack of preparation and/or lack of sleep by 3%, as reported on the Healthy Kids Survey.	Healthy Kids Survey Results show that an average of 6% of students missed school because they were behind with school work or weren't prepared for tests/assignments, 6.5% didn't get enough sleep, and 11% felt sad, hopeless, anxious, stressed or angry.	Decrease percent of students missing school due to stress, anxiety, lack of preparation and/or lack of sleep by 3%, as reported on the Healthy Kids Survey.
Reported Academic Honesty violations will decrease by 5%, as evidenced by Honors Tribunal referrals for incidents of cheating, plagiarism, etc.	Academic Honesty Violations increased to 7 violations (up from 2 in previous year) in 19-20 school year (thanks to tracking with TurnItIn software)	100% of GECA staff will report academic honesty violations upon a student's first offense. 100% of GECA students will be knowledgeable about academic honesty violations

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1: Continue to strengthen support class (AcaPrep for grades 9-12) by strengthening college and career exploration/preparation, stress management, and guidance for completing Associates Degree requirements, SAT/ACT Practice, A-G requirements and the GECA graduation requirements (as measured by informal observations, student acceptance to four-year universities, and AA completion rates) (LCAP 2.3.1)

- Staff Collaboration to update and plan curriculum especially to include opportunities for stress management/ mindfulness practice, college and career exploration, four-year planning, and monitoring A-G requirements (especially in an online, distance learning format) (ongoing, monthly)
- Teach students how to utilize Aeries, CollegeBoard Big Future, and CaliforniaColleges.Edu to assist students in monitoring their progress toward their academic (A-G completion) and career goals, especially in their ninth grade year at GECA (monthly, ongoing)
- Include test preparation for and review of PSAT, SAT, ACT, AP and Gavilan College Placement Exams, especially by linking Khan Academy with student CollegeBoard accounts (ongoing)
- Establish AcaPrep check-ins with students regarding their stress levels and upcoming assignment work-loads (monthly)
- Integrate stress management apps (Calm, Atlas) into Mindful Monday AcaPrep Curriculum, especially to support and encourage Mindfulness practices in an online format (weekly)
- Students will create and revisit month time-management plans (bi-weekly)
- Include Counselor and Principal presentations regarding A-G, Associates Degree and GECA graduation requirements to students and families, as part of AcaPrep curriculum (ongoing, annually)
- Provide support for AcaPrep 12 instructor to ensure graduating seniors are properly supported through college application and financial aid application processes (Fall 2020, ongoing)
- Continue to utilize Instructional Specialist to conduct walkthroughs (or online pop-ins) and to collaborate with GECA teachers on planning AcaPrep lessons (ongoing)
- Continue planner checks in AcaPrep to ensure students are using planners (monthly, ongoing)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5600

Site Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.2: Ensure students are enrolled in college classes and high school classes necessary for graduation, while taking ownership of their own four-year plan (as evidenced by cohort retention rates, A-G completion, and four-year university acceptance rates) (LCAP 2.3.1)

- Work with Gavilan College to provide maximum flexibility for student schedules and to estimate number of college sections GECA students may impact (quarterly meetings)
- Establish processes with Gavilan College for online registration during COVID-19 campus closure period (summer 2020, Fall 2020)
- Allow students to enroll themselves using online Gavilan Banner platform (semesterly, ongoing)
- Guide students through CaliforniaColleges.edu and MyDegreeWorks platforms to navigate graduation requirements, Associates degree requirements, and college-entrance requirements (semesterly, ongoing)
- Provide professional development for school counselor on early college high school design and graduation requirements (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Struggling students who have attained a "D" or "F" in a high school class

Strategy/Activity

2.3: Provide students with online credit recovery option and/or opportunity for A-G completion through Edmentum EdOptions Academy and monitor their progress (LCAP 2.3.1, 2.3.3)

- Enroll students in EdOptions courses for credit recovery purposes each semester (ongoing)
- Include checkpoints between students in online classes and their AcaPrep instructors and/or Seminar instructors to monitor student progress and performance in online classes during the semester (ongoing)
- Monitor student progress on completing EdOptions credit recovery online courses (ongoing)
- Monitor students earning D or F grades in core high school classes and recommend students for EdOptions Academy as appropriate (at each Progress and Report Card grading period, ongoing)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1341

SLIBG

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students, Struggling Students

Strategy/Activity

2.4: Target Seminar supports for EL students and students struggling with core classes (students with GPA of 2.5 or lower) (LCAP 2.3.1, 2.5.1, 2.6.3)

- Monitor student GPA and individual course grades per grading period (ongoing)
- Check in with “high priority” students during AcaPrep and refer students to AcaPrep Tutors (weekly)
- Teachers will continue to collaborate on strategies to support struggling students during AcaPrep and PLC meetings (monthly)
- GECA staff will continue communicating with parents of students who are struggling (ongoing)
- Revisit Seminar Goal Sheets and Seminar Policies with staff to improve structure of the support class in distance learning format (August 2020)
- Provide time for grade-level teams to meet and strategize around planning to reduce stress levels of students (quarterly, ongoing)
- In AcaPrep classes, implement Student Academic Plan (SAP) for student self-monitoring of grades (quarterly)
- Counselor & principal will ensure that students on Academic Probation receive Seminar support (ongoing, quarterly)
- Explore / implement Peer Support Group to support freshmen and struggling students (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

513

LCAP Goal 2

4000

Site Discretionary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Socioeconomically Disadvantaged Students, Hispanic/Latino Students

Strategy/Activity

2.5: Update training and resources for Advanced Placement classes offered at GECA (LCAP 2.4.3, 1.4.4)

- Register and send GECA staff to Advanced Placement training, including AP Mentoring and CollegeBoard workshops (January 2021)
- Purchase supplemental worksheets and/or texts to support student understanding of material (ongoing)
- Continue to explore online platforms that provide full-length online practice exams and/or supports for students in AP subject areas (Fall 2020)
- Explore additional, supplemental materials that include culturally responsive curriculum (ongoing)
- Ensure counselor receives training to be successful in role as AP Coordinator (January 2021)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1465

LCAP Goal 2

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically disadvantaged students, Hispanic/Latino students, struggling students

Strategy/Activity

2.6: Collaborate in monthly department meetings (STEM and Humanities) through the PLC process to identify struggling students, update curriculum maps, revise scope and sequence, begin building cross-curricular projects, and share instructional strategies to improve student learning (LCAP 2.3.4, 2.4.4, 2.5.1, 1.1.2)

- Continue ongoing PLC's (monthly)
- Revise PLC process to fit distance learning format (August 2020)
- Monitor student progress, especially of EL and RFEP students, on classroom and/or district benchmark assessments (monthly, ongoing)
- Improve inter-departmental communication regarding struggling students and regarding planning (ie testing dates and large workload weeks) (monthly, ongoing)
- Principal will notify teachers of students on Academic Probation (quarterly)
- Principal and department chairs will conduct informal observations and walk-throughs (weekly)
- GECA staff will utilize EADMS and Aeries to disaggregate student performance data on benchmark and class assessments (beginning Fall 2020, quarterly)
- Grades 9-10 will administer 2 Benchmark assessments in ELA and Math (MAP Reading, EADMS online math test) (quarterly, ongoing)
- Grade 11 Math and ELA will administer 1-2 CAASPP Interim Assessments (Spring 2021)
- Student learning styles will be assessed and analyzed to inform best instructional strategies to support and differentiate learning for all students (starting Fall 2020, annually)
- Utilize Instructional Specialist to craft individualized professional development opportunities for GECA staff and to assist teachers in developing curriculum (ongoing, monthly)

- Encourage teachers to collaborate in weekly professional learning time on Fridays to support each other, share best instructional practices, plan, and review struggling students (weekly)
- Teachers will incorporate collaborative opportunities for students in the online learning platform (ongoing, monthly)
- GECA staff will continue to bring in and review student writing samples in each department to ensure students are correctly selecting evidence and analyzing evidence (monthly)
- 100% of GECA staff will be trained on Kagan Cooperative Strategies to implement in virtual setting (October 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000

LCAP Goal 2

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically disadvantaged students, Hispanic/Latino students, struggling students

Strategy/Activity

2.7: Continue training and providing support for staff implementation of Common Core state standards, Next Generation Science Standards, ELA/ELD framework, and CollegeBoard Advanced Placement (AP) Standards (LCAP 2.4.3, 2.6.1, 1.3.4, 1.4.4)

- Provide AP Mentoring and Professional Development opportunities for staff (ongoing, annually)
- Department chairs will conduct model lessons aligned with CCSS and KCS process for other teachers to observe (to incorporate into online platform) (as needed)
- Teachers will explore instructional technology tools to support English Learners, such as online writing tutorial programs and TurnItIn VidBits (Fall 2020)
- Teachers will continue to review and share CCCSS-aligned instructional strategies during AcaPrep Collaboration meetings, PLCs and Staff meetings (ongoing, monthly)
- Ensure textbooks for AP Macroeconomics are up to date and that the teachers are utilizing them for curriculum maps (Fall 2020)
- Ensure students have textbooks for college classes (August 2020, January 2021)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000

LCAP Goal 2

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.8: Improve communication with parents to ensure they are involved with monitoring student's A-G completion, student grades, summer opportunities, and other school-wide events (LCAP 2.3.1, 2.3.3, 2.3.9)

- Continue to train staff on using Aeries Gradebook and Parent Square features (ongoing)
- Teach students how to use Aeries and CaliforniaColleges.edu and MyDegreeWorks to monitor their own progress (monthly)
- Continue to generate monthly newsletter co-constructed by Principal, PTSA, and ASB to inform parents about upcoming school events, four-year planning, and other pertinent information (monthly)
- Involve graduating seniors' parents in communication about how to apply for college and scholarships, through work with InspirEd (Fall 2020, ongoing)
- Update school website to include health resources, A-G completion information, tutoring information and health supports available (Fall 2020)
- Ensure students have opportunities outside of school (via grade-level and school-wide field trips) to see how classroom education applies to real world, and ensure parents are part of the experiences as chaperones (Spring 2021) (suspended until Fall 2021)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5665

LCAP Goal 2

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.9: Establish a caring classroom environment that fosters curiosity, questioning, and a growth mindset (LCAP 2.6.6, 1.5, 3.1.2)

- The Principal and Counselor will create and publish a list of resources where students may receive academic support online (ie. online tutoring websites, or a Google Classroom where student identities are not revealed if/when they ask a question) (Fall 2020, ongoing)
- GECA teachers will teach students how to voice concerns to teachers and/or professors, and how to escalate concerns if/when conflict persists (ongoing)
- Teachers will include growth mindset lessons in AcaPrep and in core subject areas (semesterly basis, beginning in Fall 2020)

- Teachers will give a rationale for assigning work to students to ensure students understand the relevance behind the assignments (daily)
- Provide students practice opportunities to select appropriate evidence for a given claim, and to analyze evidence for a given claim, while allowing students to examine samples of student writing at different proficiency levels that demonstrate analysis for a given claim (quarterly)
- Teach students how to give critical feedback for growth (beginning Fall 2020)
- Teachers will incorporate lessons focusing on metacognition that apply to both AcaPrep and core classes (ongoing)
- Teachers will incorporate PearDeck checks for understanding to allow for safe learning environment where students feel comfortable making mistakes and learning from those mistakes (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Site Discretionary

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Struggling Students

Strategy/Activity

- 2.12: Educate students about academic honesty violations and consequences while improving means of monitoring student work (LCAP 2.1.2, 1.5.5, 3.1.2)
- GECA Teachers will continue to provide feedback more frequently to students on their assignments (ongoing)
 - The school will purchase Turn-It-In license to prevent academic honesty violations, and teachers will learn about TurnItIn resources to educate students about types of plagiarism (July 2020)
 - Teachers will incorporate AP / SAT testing protocols during tests/quizzes, once in-person classes resume (ongoing)
 - Teachers will incorporate AcaPrep Character Counts! lessons addressing academic honesty (monthly)
 - GECA teachers will be explicit about their expectations regarding student collaboration on assignments (ongoing)
 - GECA teachers will continue to report academic honesty violations as they occur (ongoing)
 - GECA principal will consistently log Tribunal violations in Aeries (ongoing)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students struggling with depression, stress, anxiety and mental health

Strategy/Activity

2.11: Increase availability of and awareness about mental health resources available for GECA students to address their depression, stress and anxiety, while simultaneously making the currently available counseling services better known to all students and their families (LCAP 2.4.7, 3.1.3)

- Continue to collaborate with community-based organizations to increase presence of mental-health counselors to three days per week at GECA (Fall 2020, ongoing)
- Update school website to include information about and referrals for counseling services and resources currently available at GECA (Fall 2020)
- Ensure student identification cards have national suicide hotline information printed (Fall 2020)
- Reconvene Mental Health Awareness Week / Assembly (October 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

1. Provide effective interventions for all students, including English Language Learners, Socioeconomically Disadvantaged and Foster Youth
2. Support students to complete A-G requirements, especially by revising AcaPrep curriculum and the tutoring options available for students
3. Ensure equitable access for students to access all curriculum that will prepare them for college and career readiness
4. Monitor student progress and focus on student outcomes, especially by continuing to utilize Professional Learning Communities (PLC) structure
5. Effectively address the needs of English learners in all classrooms and all students' technology needs (access to curriculum) in distance learning format

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

- AcaPrep will continue to implement Community Circles (or online Townhall discussions) as part of a check-in process in classrooms
- There will be an increased effort and focus on maintaining a positive school climate, especially by building relationships between staff and students (especially through online check-ins in a distance learning format)
- Each department will administer and analyze a minimum of two cross-curricular, common formative assessments
- GECA staff will utilize EADMS and Aeries to disaggregate student performance data on benchmark and class assessments
- Possible Peer Support Group will help build community with incoming students, especially in an online distance-learning format
- Teachers will incorporate new and different means of assessment, allowing students to demonstrate mastery in different ways, and incorporating ways to focus on improving students' growth mindset

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

School Culture and Engagement

Goal 3

- Break down the competitive nature of the school, especially by destigmatizing the notion of asking for help (academic, mental health, etc) and teaching students how to manage their stress and workload.
- Continue to improve GECA community outreach through increased communication & involving parents with student learning plans.
- Continue to update and maintain facilities, materials and technology infrastructure, while simultaneously ensure students have access to online learning platform.

Identified Need

- GECA students need improved skills for self-advocacy, stress-management, and time-management.
- GECA students need improved skills to create, revise, monitor and communicate their progress on their four-year academic plans.
- GECA students need more leadership opportunities to engage with the school and local community.
- GECA students need support to help feel less pressure from GECA's competitive learning environment.

Student Learner Outcomes Addressed:

- Be Someone:
 - Become a confident leader
 - Develop a sense of personal identity and accept the personal identities of others
 - Utilize effective communication skills, both written and verbal
 - Listen to and validate the opinions and ideas of others
 - Demonstrate initiative and self-direction
- Go Somewhere:
 - Believe in and model the qualities of strong character in both an academic and personal community
 - Foster a diverse community that welcomes new members
 - Become a representative of GECA and establish connections to the greater community and globally
- Seek Excellence:
 - Acquire the abilities, skills, and knowledge required for the lifelong pursuit of ongoing academic, occupational and personal growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Maintain or improve school's overall retention rate, while improving graduation class cohort retention rate by 3%</p>	<p>Current overall retention rate in a single school year is 96% (down from 97% in previous year)</p> <p>Average retention rate since Class of 2011 has improved to an average of 74%</p>	<p>Maintain or improve school's overall retention rate of 96%</p> <p>Improve retention rate of graduating cohort from 74% to 77%</p> <p>Maintain or improve retention of students between grade 9 to grade 10 at 93%</p>
<p>Maintain or improve school's 97.93% ADA rate for attendance</p>	<p>97.93% ADA rate for attendance</p> <p>2016-17 truancy letters as follows: 12 level 1 truancy letters (down from 24 in 2015), 5 level 2 truancy letters (down from 8 in 2015), and 1 level 3 truancy letters sent home in 2016-17 (down from 2 in 2015).</p> <p>4% of GECA students received truancy notices in 2016-17 (down from 10% in 2015-16)</p>	<p>Maintain or improve school's 97.93% ADA rate for attendance</p> <p>Chronic absenteeism and truancy will be reduced by 3% by sending truancy notices home, by regularly monitoring absences and tardies, and by revising school attendance policies</p>
<p>Maintain 100% of applicable school-level and district-level committees to include parent representation (GAB/School Site Council, SPAC, GATE)</p>	<p>2-3 parents were present at all GAB meetings in 2018-19 and 2019-20</p> <p>100% of SPAC meetings included GECA parent representation</p>	<p>Maintain 100% of applicable school-level and district-level committees to include parent representation (GAB/School Site Council, SPAC, GATE)</p>
<p>Increase participation of GECA staff, GECA parents, and GECA students at GECA PTSA (Parent Teacher Student Association) meetings to include an average of 15 members per PTSA meeting, by including relevant informational topics and/or workshops for parents at each PTSA meeting.</p>	<p>2018-19 PTSA meetings included approximately 10 members per meeting</p> <p>100% of progress reports and report cards sent home included principal newsletter, but WASC survey results indicated a parent desire to be more frequently notified regarding school events and student four-year plans; 87.6% of parents indicated they received information from the</p>	<p>Increase participation of GECA staff, GECA parents, and GECA students at GECA PTSA (Parent Teacher Student Association) meetings to include an average of 15 members per PTSA meeting, by including relevant informational topics and/or workshops for parents at each PTSA meeting.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>principal during the distance learning time period</p>	<p>Host online GECA PTSA meetings during the 2020-21 school year</p> <p>Maintain communication frequency with parents by sending monthly school newsletters that are co-constructed by Principal, ASB and PTSA</p> <p>Maintain or increase parent and alumni representation at school-wide events, by having parents act as mentors and/or panelists/judges for Senior Project graduation requirement, by having parents serve on Interview Panels for incoming freshmen, and by collaborating with PTSA to organize and run contests and a school-wide field trip to a four-year university (suspended through 2020-21 school year)</p>
<p>Improve Healthy Kids Survey Responses such that:</p> <ul style="list-style-type: none"> • 85% of students will report that they feel safe and very safe at school (on School Climate Survey) • 75% of students will report they feel they are connected to this school (on School Climate Survey) • 80% of students will report they are not experiencing chronic sadness/hopelessness (on School Climate Survey) 	<p>81.5% of students reported they feel safe and/or very safe at GECA on school climate survey in 2017-18 (consistent with 2015-16 results)</p> <p>61% of students reported they were happy to be at the school on the Healthy Kids Survey in 2017-18; connected with the school on school climate survey in 2015-16; 70% reported they felt close to the people on campus</p> <p>31.5% of students reported they have experienced chronic sadness/ hopelessness, 15.5% of students reported they considered suicide (significantly down from 24.5% in previous HKS), and 7% of</p>	<p>85% of students will report that they feel safe and very safe at school (on School Climate Survey)</p> <p>75% of students will report they feel they are connected to this school (on School Climate Survey)</p> <p>80% of students will report they are not experiencing chronic sadness/hopelessness (on School Climate Survey)</p> <p>Decrease percent of students missing school due to stress, anxiety, lack of preparation and/or lack of sleep by 3%, as reported on the Healthy Kids Survey.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>11th grade Students reported alcohol or drug use in 2017-18 (down from 17% in previous HKS) this could vary depending on current or recent stress</p> <p>Healthy Kids Survey Results show that an average of 6% of students missed school because they were behind with school work or weren't prepared for tests/assignments, 6.5% didn't get enough sleep, and 11% felt sad, hopeless, anxious, stressed or angry.</p>	
<p>Students will be aware of and follow all school rules and expectations, as evidenced by maintaining or decreasing the number of suspensions/expulsions AND by decreasing non-tardy honor code violations by 20%</p>	<p>2019-20 showed 15 total Tribunal Referrals (4 were tardy referrals, 11 were plagiarism referrals); 2017-18 showed 15 Non-Tardy Tribunal referrals (up from 14 in 16-17); 2015-16 showed 21 non-tardy referrals and 2014-15 showed 12.</p>	<p>Students will be aware of and follow all school rules and expectations, as evidenced by maintaining or decreasing the number of suspensions/expulsions AND by decreasing non-tardy honor code violations by 20%</p>
<p>Maintain overall Customer Satisfaction to an average of 4.5 out of 5 on Customer Satisfaction Survey</p>	<p>Overall Customer Satisfaction Survey results yield an average of 4.5 out of 5</p>	<p>Maintain overall Customer Satisfaction to an average of 4.5 out of 5 on Customer Satisfaction Survey</p>
<p>100% of students will be actively informed through participation in either ASB, Class, or Club meetings</p>	<p>GECA Updates were mostly once per month</p>	<p>ASB will strengthen its communication with the student body (especially during the distance learning period)</p> <p>80% of GECA students will have an awareness regarding local job, internship, and/or co-curricular opportunities, as evidenced by student survey results</p>
<p>Increase the number of enrolled GECA students who meet target criteria of Early Colleges (students who are</p>	<p>Percentage of students who are first in family to attend college has increased (around 51% in 2020, up from 46% the</p>	<p>Increase the number of enrolled GECA students who meet target criteria of Early Colleges (students who are</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
any of the following: first generation, low-income, speaking a language other than English at home) by 3%	year before); similarly, the percentage of students from a low-income background has increased (at around 41%, up from 35% in previous year).	any of the following: first generation, low-income, speaking a language other than English at home) by 3%
Maintain 100% participation and compliance with district emergency drills	GECA completed and participated in 100% of district-wide Emergency Drills	Maintain 100% participation and compliance with district emergency drills

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1: Improve student sense of belonging by strengthening communication between staff, students, and parents, as evidenced by Healthy Kids Survey and other school-specific student surveys (LCAP 3.1.3, 3.2.2, 3.3.1, 3.3.2)

- Principal, PTSA and ASB will continue to co-construct monthly digital newsletter (Griffin Gazette) that will be e-mailed out to families, informing families and students about school events and AcaPrep information (monthly, ongoing)
- Principal will continue to send out communication to families on a frequent, biweekly (or more) basis during distance learning period (ongoing)
- Collaborate with staff to update and plan AcaPrep curriculum in conjunction with school culture activities planned by ASB on a monthly basis (ongoing)
- Collaborate with grade-level teachers to monitor and balance student workload (quarterly)
- Plan ASB/leadership curriculum that promotes effective communication with student body, sense of belonging, kindness, and anti-bullying (September 2020)
- Provide opportunities for student input through surveys regarding Spirit Days and ASB activities (ongoing, monthly)
- Continue to assign ASB students to committees so all student-led activities run smoothly (ongoing)
- Plan ASB school-wide fundraisers to diminish class competition; coordinate ASB fundraisers with PTSA fundraisers to diminish competition between organizations (ongoing)
- Continue developing a behavior intervention model such as Restorative Justice through the Honors Tribunal System to reduce disciplinary incidents in the classroom and on campus (ongoing)
- Incorporate activities and structures to generate more interaction between upper and lower grade students, especially informal sporting events or online gaming events (ongoing)
- Explore reinstating Culture Day to celebrate student diversity (Spring 2021)
- Ensure student representation and participation in School Site Council (GAB) meetings and PTSA meetings (ongoing)

- Provide opportunities in AcaPrep for students to review information e-mailed regarding school activities, internships, co-curricular events, by conducting open-computer e-mail “quizzes” regarding the information e-mailed (Fall 2020)
- Continue to co-sponsor field trips with PTSA (Spring 2021) (suspended until 2021-22 school year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1688

SLIBG

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2: Celebrate student successes and accomplishments (LCAP 3.1.2, 3.1.3)

- Encourage Character Counts through AcaPrep and ASB Curriculum (ongoing)
- Incorporate Character Counts! Student of the Month per grade level, with reward mailed home for recognition (monthly)
- Recognize outstanding student achievement in core subjects (May 2021)
- Utilize ASB to plan and organize “Week of Kindness” events and to recognize positive student behavior (January 2021)
- Redefine Tribunal’s role in promoting positive school culture and helping students reflect on their behavior (instead of focusing on the punitive aspect of Tribunal) (ongoing)
- Prepare graduation to recognize significant student accomplishments (May 2021)
- Continue to incorporate Sportsmanship Awards (ongoing)
- Continue to incorporate Science Fair Awards (May 2021)
- Staff will send home positive e-mails/messages to families regarding student progress (ongoing)
- Recognize one student per grade level per month for outstanding character (monthly)
- Continue participating in Harvard School of Education Research and #MakingCaringCommon Campaign (ongoing)
- Celebrate GECA students by comparing GECA student results to national/state averages versus GECA student averages (annually)
- Continue to participate in College Day, even in a virtual setting (October 2021)
- Utilize Social Media to celebrate GECA students virtually (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2716	Site Discretionary
4100	SLIBG

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.3: Regularly monitor student absences and tardies (LCAP 3.1.5, 3.2.2, 3.2.3)

- Accurately account student tardies and absences and refer students accumulating tardies under 30-minutes to Honors Tribunal, per school policy (suspended for Fall 2020)
- Utilize Aeries attendance reports to track student attendance and to send truancy notices, following district guidelines and policies (ongoing)
- School secretary will participate in district attendance meetings (Fall 2020, monthly, ongoing)
- Principal and school secretary will communicate school attendance policies with families (Fall 2020, ongoing)
- Monitor student engagement and participation through Zoom and PearDeck (daily, ongoing)
- Teachers will complete attendance verification via Aeries with updated state requirements during period of distance learning (ongoing)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.4: Continue to update School Policy Handbook and provide copy for all students (LCAP 3.3.1)

- Print school planners with updated school policies (July 2020)
- Review school policies to support students during distance learning period (July 2020)
- Review and revise school policies and receive student and family input through GECA Advisory Board (March 2021)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1284	Site Discretionary
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.5: Incorporate school-wide activities, in conjunction with PTSA and GECA Alumni, to engage students in real-world application of content taught in classrooms (LCAP 3.3.1, 1.4.3)

- GECA Principal will continue to organize Field Trip to four-year university in partnership with PTSA (suspended for 2020-21 school year)
- GECA teachers will explore incorporating more class-sponsored field trips to provide students with the opportunity to witness how their education applies in a real-world setting (Spring 2021) (suspended for 2020-21 school year)
- Principal will continue to reach out to parents and alumni to serve as Senior Project Mentors, Incoming Interview Panelists (Spring 2021)
- The school will continue to host annual Career Days, and quarterly career talks, utilizing parent and alumni volunteers (Spring 2021)
- Principal will continue to assist in establishing and strengthening GECA Alumni Network to connect alumni with current students and/or give guest lectures during AcaPrep (ongoing)
- Utilize Social Media to spotlight current students and GECA alumni (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3500	Site Discretionary
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1238	SLIBG
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Parents, Hispanic/Latino Students & Parents

Strategy/Activity

3.6: Continue communication with, involvement of, and training for parents to allow them to be active partners in the teaching/learning environment (LCAP 3.3.1, 3.3.2)

- Communicate grades and student progress to families through technological means (i.e. Aeries, e-mail, Google Classroom) (ongoing)
- Ensure 100% of parents are signed up with Aeries & Parent Square accounts (August 2020)
- Teach students and parents how to use Aeries to monitor their own progress (September 2020)
- Principal, PTSA and ASB will continue to co-construct monthly digital newsletter that will be e-mailed out to families, informing families and students about school events and AcaPrep information (monthly, ongoing)
- Principal will continue to plan workshops in conjunction with PTSA, around the topics of financial aid, college and career readiness, mental health supports, and graduation requirements (annually in Summer)
- Ensure communication mailed home is translated
- Increase parent familiarity with GECA four-year plan, while informing parents of student workload expectations per academic year (conducted through Webinar) (Fall 2020)
- AcaPrep teachers will encourage students to communicate with their parents about their four-year plans and their study plans (ongoing, semesterly)
- Counselor will collaborate with AcaPrep teachers to create an understanding in the difference between GECA four-year plan and the AA/AS plan (ongoing, annual meeting with parents)
- Teach students how to use CaliforniaColleges.Edu and MyDegreeWorks to keep track of their four-year plans (semesterly, ongoing)
- Communicate with students and parents the purpose and restrictions of some Associate degrees (ongoing, monthly)
- Conduct a mandatory sophomore orientation meeting to address student learning plans and stressors (Spring 2021)
- Explore getting Project 2 Inspire program at GECA (Spring 2021)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Parents, Hispanic/Latino Students & Parents

Strategy/Activity

3.7: Engage parents about GECA graduation requirements and college admission process through informational meetings and digital newsletter (LCAP 3.3.1, 1.4.6, 2.4.3)

- Provide translation services for all school-sponsored GECA parent-events (ongoing for Back to School Night, Recruitment Night, Orientation Night, and Graduation)
- Assign designated translator for PTSA meetings and for translating meeting minutes (ongoing, monthly)

- Principal will continue to plan workshops in conjunction with PTSA, around the topics of financial aid, college and career readiness, mental health supports, and graduation requirements (July 2020)
- Teach students and parents how to utilize Aeries, CollegeBoard Big Future, CaliforniaColleges.Edu, and MyDegreeWorks to assist students in monitoring their career and academic (A-G completion) goals (by Spring 2021)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1186	LCAP Goal 3
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students struggling with mental health

Strategy/Activity

- 3.8: Provide mental health supports for students (LCAP 3.1.2, 3.1.3)
- Incorporate mindfulness practices into AcaPrep curriculum (monthly/ongoing)
 - Continue to partner with local community health organizations to provide mental health supports for students, especially during distance learning period (Fall 2021)
 - Advertise mental health services available for students (ongoing)
 - Update school website to include resources available for GECA students, including ChildMind.org reference (Fall 2020)
 - Continue to incorporate Restorative Circles in AcaPrep curriculum (or Virtual Town Halls during AcaPrep, in distance learning setting) (beginning October 2020, monthly)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

850	Site Discretionary
450	SLIBG

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.9: Practice school safety drills and procedures (LCAP 3.3.1, 3.3.3)

- Acquire PPE for school, enforce single point of entry, hand-washing stations, and all necessary equipment for staff to work from site, as needed (Fall 2020, ongoing)
- The principal will educate staff and students on school safety procedures (ongoing)
- Enforce school safety procedures, practicing safety drills, even during period of distance learning (ongoing)
- Share and approve school safety procedures with parents (annually, ongoing)
- Coordinate school safety procedures with Gavilan College (annually, ongoing)
- Submit emergency drill reports (ongoing)
- The school will acquire a monitor to view security camera footage (Spring 2021)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and parents

Strategy/Activity

3.10: Ensure visitors to our school feel welcomed, and are treated with friendliness, fairness, professionalism, options and alternatives, and information, as measured by a customer service survey (LCAP 3.3.1)

- Discuss customer service goal with staff, school secretary and school counselor (semesterly, ongoing)
- Survey parents regarding school's customer service (semesterly, ongoing)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Struggling students; students attaining "D" or "F" grade at semester grading periods

Strategy/Activity

3.11: Continue providing credit recovery options to ensure students remain at GECA (LCAP 3.3.1, 3.3.2, 2.3.1, 2.3.3)

- Continue to monitor student progress in college and high school core classes (quarterly)
- Continue sending notices home to parents about students on Academic Probation (at each grading period)
- Continue providing online credit recovery option through EdOptions (ongoing, each semester)
- Explore implementation of Peer Support Group, and provide for teacher supervision of optional support activities (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3500	Site Discretionary
3000	SLIBG
	LCAP Goal 2

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.12: Collaborate as a staff to provide supports and activities for students to lessen stress and anxiety at school (LCAP 3.1.3)

- Continue addressing stress and anxiety through AcaPrep curriculum, Restorative Practices, and mindfulness techniques, especially through digital apps such as Atlas and Calm (ongoing)
- Continue to inform students about responsible social media and internet use, in connection with cyberbullying, depression, and legal consequences (each semester, ongoing)
- Consistently communicate stress triggers, importance of sleep and time management, and healthy expectations of students with families (quarterly basis)
- Advertise the ChildMind.org Resources to both students and their families (quarterly)
- AcaPrep and leadership teachers will collaborate monthly to update AcaPrep curriculum to include monthly academic interventions, time-management lessons, and stress-relief activities for students (monthly, ongoing)
- Utilize GECA Social Media account to promote self-awareness and mental health (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500

Site Discretionary

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.13: Improve recruitment efforts within Gilroy Unified to better inform students and their families about the opportunities that GECA offers, and to increase the number of students enrolled who meet Early College target criteria (as evidenced by students accepted who meet most target criterias) (LCAP 3.1.3, 3.3.3, 2.3.9, 1.4.5, 1.4.6)

- Include one Informational/Recruitment Night specific for Gilroy Unified families, and one for out-of-district families, modifying for virtual setting (October 2020)
- Communicate with middle school counselors to determine how individual recruitment is conducted for placement at GECA (annually in September)
- Collaborate with Middle School counselors to identify students meeting mission-based criteria and to encourage those students to apply (September 2020)
- Present to middle school eighth graders within Gilroy Unified, encouraging 8th grade students to apply (October 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.14: Continue collaboration with California Coalition for Early and Middle Colleges (CCEMC) to influence public policy to improve student access to and completion of college courses (LCAP 3.1.1, 3.1.3)

- Maintain membership with CCEMC & participate on monthly leadership conference calls (monthly)
- Participate in state-wide Dual Enrollment (Virtual) Conference (September 2020)
- Participate in regional CCEMC workshop (Spring 2021)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

405

Site Discretionary

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students; students struggling with academics

Strategy/Activity

3.15: Bring awareness about resources that are currently available to help students at GECA, including Gavilan Tutors, Gavilan Math Lab, Gavilan Writing Center, Diva Diversity, Community Solutions, and other Community-Based Supports (LCAP 3.2.3)

- Add "Health Resources" page to GECA Website (Fall 2020)
- Add ChildMind.org to GECA Website alongside other mental health parenting resources (Fall 2020)
- Add test prep resources to website (Fall 2020)
- Continue partnering with Community-Based Organizations to provide mental health support for students (ongoing)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.16: Encourage students to demonstrate pride in their school by taking leadership and responsibility to help maintain facilities and technology at the school site (LCAP 3.1.2, 1.5.1)

- Continue to introduce custodial staff to GECA students (ongoing, annually)
- Teach students on best hygiene practices to ensure health/wellness of students during COVID-19 pandemic (ongoing, annually)
- Enforce social distancing protocols when visitors (including teachers, parents, students) come to GECA (ongoing)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.17: Strengthen partnerships with alumni and local community-based organizations to provide learning and leadership opportunities for students (LCAP 3.1.3)

- Include more guest speakers, including alumni speakers and career day speakers each school year (ongoing)
- Survey alumni about their experiences and willingness to return to GECA as guest speakers (Spring 2021)
- Help GECA alumni strengthen their Alumni Association (Spring 2021)
- Utilize Social Media to spotlight and celebrate current GECA students and GECA alumni (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and parents

Strategy/Activity

3.18: Update website to ensure information is easily accessible (LCAP 3.3.1, 3.3.3, 2.4.1)

- Ensure staff contact information is up to date online to improve accessibility to parent-student-teacher communication (Fall 2020)
- Add "Health Resources" page to Website (Fall 2020)
- Add ChildInstitute.org to GECA Website alongside other mental health parenting resources (Fall 2020)
- Add test prep resources to website (Fall 2020)
- Ensure GECA Advisory Board (GAB) Meetings and Agendas are translated and posted on website in a timely manner (ongoing)
- Advertise translation features of Aeries and school website (annually in Fall at Back to School Night)
- Add information regarding GECA social media account to GECA's website to better connect with students (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and parents

Strategy/Activity

3.19: Build a stronger awareness in Gilroy about GECA (LCAP 3.3.1, 3.3.3, 1.4.5, 1.4.6)

- Collaborate with GUSD Public Information Officer to strengthen representation about GECA events and/or to establish a stronger social media presence (ongoing, monthly starting in Fall 2020)
- Create and distribute translated, promotional materials about GECA (brochures, professional video) to inform the community about GECA (ongoing)
- Reach out to middle school parent clubs to inform families of GECA as an opportunity for their children (Fall 2020)
- Collaborate with middle school counselors to identify and encourage students to apply, especially students who meet GECA's mission-based criteria (September 2020)
- Create GECA Instagram account (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1200

Site Discretionary

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.20: Increase student participation in GECA ASB events (LCAP 3.3.2)

- Utilize Peachjar, ASB News Updates, Griffin Gazette, Parent Square and GECA PTSA Facebook page to advertise GECA Club and GECA ASB Events (ongoing)
- Encourage student club involvement on a semesterly basis, in a virtual setting (semesterly, ongoing)
- Strengthen student leadership capacity by sending GECA ASB and GECA Tutors to student leadership conferences (Summer 2021)
- Explore student leadership webinars available for GECA ASB (Fall 2020)

- Create GECA Instagram account (Fall 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

1. Maintain student engagement and attendance rate.
2. Maintain a safe and positive school climate, especially by continuing to provide mental health services and by maintaining a connection with students in a virtual setting.
3. Partner with alumni and GECA parent club (PTSA) to promote GECA within the community and to promote school spirit among current students.
4. Increase opportunities to involve and engage parents, especially by increasing communication with e-mailed newsletter regarding school events and four-year planning.

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

- Collaborate with District Public Information Officer to strengthen community awareness about the school, to update school website, and to create social media presence
- Ensure classrooms are fitted to support students in a distance learning format
- Continue to collaborate with grade-level teachers to monitor and balance student workload
- Create online communication to share with GUSD community regarding GECA
- Explore implementation of a Peer Support Group to establish community among GECA freshmen

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.

Budgeted Funds and Expenditures in this Plan

Budget Summary (GUSD)

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Allocated to the School (including Title I)	\$181,190
Total Federal Funds Provided to the School from the LEA for CSI	\$N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$176,918.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Budgeted (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Budgeted (\$)
IMF	\$75,488.00
LCAP Goal 1	\$12,498.00
LCAP Goal 2	\$16,643.00
LCAP Goal 3	\$1,186.00
Lottery: Instructional Materials	\$10,429.00
Site Discretionary	\$36,082.00
Site Technology	\$10,000.00
SLIBG	\$14,592.00

Subtotal of state or local funds included for this school: \$176,918.00

Total of federal, state, and/or local funds for this school: \$176,918.00

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funding Source

Allocated

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Sonia Flores	Principal
Elaine Carne	Classroom Teacher
Ana Benich	Classroom Teacher
Heather DeRosa	Other School Staff
Melissa Avila-Carroll	Parent or Community Member
Hassti Tirgardoon	Secondary Student
Reet Padda	Secondary Student
Gabriel Kong	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



Departmental Advisory Committee

Other: Student Representative - Gabriel Kong

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/29/2020.

Attested:



Principal, Sonia Flores on 10/29/2020

SSC Chairperson, Ana Benich on 10/29/2020