School Year: **2021-22**

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	September 30, 2021	November 18, 2021

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)

X 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), which is comprised of parents, students, and staff, met to review and approve the SPSA on August 19, 2021, and then again on September 30, 2021. GECA staff met in departments (separately) to set goals (included in the SPSA), and to provide suggestions/revisions. This SPSA plan is directly aligned with 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.66%	0.33%	0.3%	2	1	1
Asian	19.34%	19.08%	17.1%	59	58	51
Filipino	3.61%	3.95%	4.7%	11	12	14
Hispanic/Latino	49.18%	50.66%	51.3%	150	154	153
Pacific Islander	%	0%	%		0	
White	21.64%	19.08%	19.8%	66	58	59
Multiple/No Response	4.59%	1.97%	5.0%	14	15	15
			Total Enrollment	305	304	298

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	86	80	76
Grade 10	79	80	72
Grade 11	76	74	76
Grade 12	64	70	74
Total Enrollment	305	304	298

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	0	2	4	0.0%	0.7%	1.3%
Fluent English Proficient (FEP)	158	177	180	51.8%	58.2%	60.4%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

ELPAC Results (Overall)

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
304	**40.1**	**0.7**	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.	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	0.7
Homeless	2	0.7
Socioeconomically Disadvantaged	122	40.1
Students with Disabilities	2	0.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3
Asian	58	19.1
Filipino	12	3.9
Hispanic	154	50.7
Two or More Races	15	4.9
White	58	19.1

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

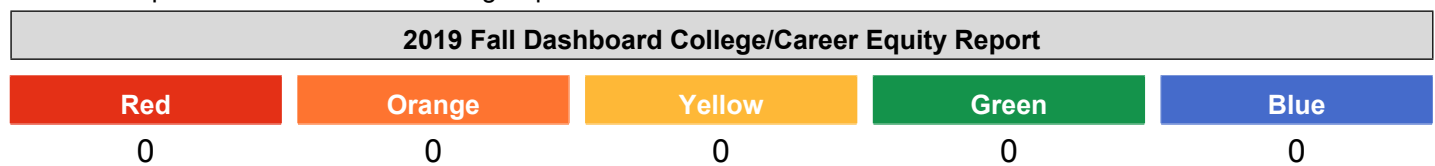## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

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

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 student-let Honors Tribunal.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
96.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.2	0 Students	0 Students
62		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	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 ensuring students are successful in their Gavilan College classes.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:
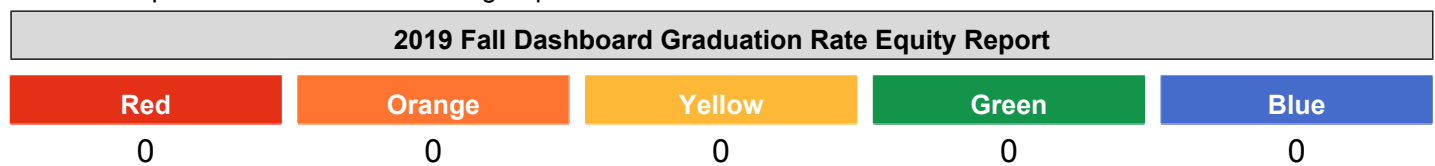
1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
100	0 Students	0 Students
Maintained 0		
62		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	100	Less than 11 Students - Data Not Displayed for Privacy
	Maintained 0	2
	21	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	100	Less than 11 Students - Data Not Displayed for Privacy
1		Maintained 0	2
		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	0 Students	100
Maintained 0	2		Maintained 0
29			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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	1

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 2.3 Increased +2.3 305		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow 0.9 Increased +0.9 115	No Performance Color Less than 11 Students - Data Not 5

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Orange	No Performance Color
Less than 11 Students - Data ~~Not Displayed for Privacy~~		3.4	0
2		Increased +3.4	11
		59	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		Blue
2.7	5.9		0
Increased +2.7	Increased +5.9		Maintained 0
150	17		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 our student information system (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.

School and Student Performance Data

ELA Benchmark (STAR Reading 2nd-8th, MAP 9th-10th)

	18-19 Spring	19-20 Spring	20-21 Spring
2nd			

Math Benchmark

	18-19 Winter/Spring	19-20 Winter/Spring	20-21 Spring
1st			

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 to impart a rigorous curriculum while simultaneously teaching students how to reflect upon and monitor their own learning, especially in a way that accelerates student learning in a post-COVID environment. This rigorous curriculum will include cross-curricular connections and opportunities for real-world application and mentorship, as appropriate for a post-COVID environment.

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

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
- 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 awareness, 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, self-advocacy, 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
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), Fisher & Frey's Rebound! Principles, as well as cross-curricular projects/assignments, and sharing best instructional practices, as evidenced by the PLC logs submitted to Educational Services office	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) PLC and staff professional development debrief surveys revealed that staff appreciated support with instructional strategies, time management and mindfulness practices	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
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	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). 100% of GECA teachers moved to a fully-online instructional model, incorporating opportunities for students to collaborate with each other online, write online,	100% of teachers will continue integrating technology, CCSS, NGSS Continue to increase percent of teachers using technology to modify and/or redefine instruction by 10% (in comparison to Substitution and Augmentation, per the SAMR model) 80% of students will identify and solve authentic problems using technology at least monthly, as measured by BrightBytes Survey results 100% of classrooms will show evidence of implementing strategies identified in the ELA/ELD Framework to support English Language Learners and Reclassified

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and complete assignments online.	students, as measured by informal observations 100% of classrooms will have updated classroom technology and furniture to foster and ensure implementation of four C's of Common Core (namely student collaboration, communication, critical thinking and creativity).
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.	The AP Exam pass rate fell from around 67% to 55% during distance learning, and students identifying as Hispanic/Latino and/or socioeconomically disadvantaged have not scored as high as their other peers. AP exam pass rate for AP English Language and Composition and AP World History met the goal of exceeding state and global averages.	Improve Advanced Placement (AP) Exam Pass Rate for AP courses offered at GECA, in all subgroups to meet or exceed the state and global pass rates.
Maintain or improve upon rate of 96% students meeting or exceeding standards on CAASPP for English Language Arts 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%	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. Teacher benchmark data shows that 66% of students were meeting/exceeding the tested standards.	Maintain or improve upon the percent of students meeting/exceeding the standards in English Language Arts on the CAASPP exam. Maintain or improve upon the percent of students meeting/exceeding the standards in Mathematics on the CAASPP exam. 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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Improve percent of students identifying as Hispanic/Latino and/or socioeconomically disadvantaged by 5% who score meeting/exceeding on English Language Arts CAASPP exam 100% of teachers will set classroom qualitative and quantitative goals at the beginning of the year, and 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 the average 1250 score for the SAT. 100% of graduating seniors will take the SAT before they apply to college. 100% of juniors will take the PSAT to qualify for National Merit Scholarship and prepare for the SAT
100% of GECA AcaPrep teachers will collaborate monthly to update AcaPrep	AcaPrep 11 and 12 curriculum focuses on Career Readiness and job exploration, yet only 23	100% of monthly AcaPrep collaboration meetings will include discourse of and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
curriculum to include stress management, academic interventions, job exploration and a focus on career readiness, as evidenced by informal observations and updated curriculum maps	of 125 students attended Rock the Mock at Gilroy High (in 2017); 35 attended in 2018; 39 attended in 2019 WASC Survey results and focus group discussions informed the need for more mentorship and career opportunities to be fused into the curriculum. 100% have visited at least two different universities before graduating from GECA, as of Class of 2018 through Class of 2021. Class of 2022 has only visited CSUMB in person, with a virtual field trip from San Jose State University (due to Pandemic). There were 0 college tours during the 2020-2021 school year due to the COVID-19 Pandemic.	integration of job exploration and career readiness opportunities for students 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 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. 80% of GECA students will have an awareness regarding local job, internship, and/or co-curricular opportunities, as evidenced by student survey results
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	3 of 3 AP teachers continue to request support implementing CollegeBoard Advanced Placement (AP) Curriculum All GECA staff requests professional development on distance learning instructional strategies	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), Fisher & Frey's Rebound! Principles, and sharing best instructional practices, as evidenced by the PLC logs submitted to Educational Services office

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		100% of classrooms will show evidence of implementation of site-identified CCSS strategies, as measured by informal observations

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

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, 1.5, 1.6)

- 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 2021)
- Principal and department chairs will evaluate the transfer of professional development knowledge into classroom practice through informal observations 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 2021, January 2022)
- Teachers will be encouraged to do learning walks through each others' classrooms during their prep periods to learn from their colleagues (monthly, ongoing)
- Principal and department chairs will update the three-year staff development plan (by December 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 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Students, Hispanic/Latino students, and 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 and learning gaps, 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 1.2, 1.5, 1.6)

- Teachers will set classroom qualitative and quantitative goals, 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 (August 2021, monthly and ongoing)
- Teachers will revise and share 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 2021 and ongoing, monthly)
- 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)
- Teachers will collaborate to create one cross-curricular assignment per grade level (Fall 2021)
- Teachers will continue to 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 and use 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 2021)
- 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 2022)

- 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).
- STEM teachers will continue to adapt KCS process for STEM specific uses as part of Professional Learning Community goals (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.

1827	Site Discretionary
2775	SLIBG
5833	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

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 and SAT 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 1.3, 1.4, 1.9, 1.10)

- 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 AP, SAT, and PSAT preparation within AcaPrep Curriculum, utilizing Khan Academy and CollegeBoard accounts (monthly)
- GECA principal and counselor will present to AcaPrep Classes, teaching students how to utilize MyDegree Works (November 2021, April 2022)
- Teachers will continue to implement portions of CaliforniaColleges.edu curriculum into AcaPrep Curriculum (January 2022)
- 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 2022)
- 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) (November 2021, Spring 2022)
- 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 2021)
- 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 2022)
- Students will track their own progress in meeting their goals for their high school and college classes (quarterly)
- Create a summer activity / internship suggestion or contact book (Spring 2022)
- 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 2022)

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
3820	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 enhancing classroom instruction with technology (as evidenced by teacher and student use of technology in the classroom) (LCAP 1.4, 1.10)

- 100% of GECA staff will continue integrating technology in an in-person learning environment (reviewing techniques that promote four C's of common core and modification/redefinition on the SAMR model) (Fall 2021, ongoing)
- Review and implement digital citizenship and digital literacy lessons in AcaPrep (ongoing, monthly)
- 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)
- Oversee implementation of Gilroy Unified School District's Technology Plan for GECA, which includes two interactive displays per classroom, upgraded Chromebooks (or technology devices for students), and ChromeCarts for all classrooms (Fall 2021)
- Ensure all students have digital access from home (Fall 2021)
- Release teachers to see best instructional practices with technology integration (monthly, ongoing)
- Teachers will utilize TurnItIn platform to help students understand how to better use, cite, and analyze evidence (Fall 2021, ongoing)
- 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)
- Principal and Technology Instructional Specialist with collaborate to assess site technology needs, teacher technology integration, and student technology proficiency, while providing teachers with support to successfully adapt to post-COVID learning environment (Fall 2021, 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.

10000	LCAP Goal 1

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, revising school policies and practices, curriculum maps, syllabi and lesson plans (LCAP 1.5, 1.3, 1.6, 1.10)

- School counselor will participate in AP Training for AP Coordinators (Fall 2021)
- Register and send GECA staff to Advanced Placement training, including AP Mentoring and CollegeBoard workshops (July 2021, January 2022)
- 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 2021, 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)
- 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 2021)
- 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 students transition to in-person learning in a post-Pandemic environment (monthly, ongoing)
- Continue to revisit non-negotiables, including Dr. Conley's Four Keys of College & Career Readiness, principles from Fisher & Frey's Rebound! Playbook, and Kagan Cooperative Strategies, with both students and staff, even in distance learning format (ongoing, monthly)
- Science teachers will continue to attend NGSS training, as well as district-wide and Gavilan College collaboration (ongoing, September 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.

5200	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: 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 1.2)

- 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 2022)
- 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 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 updated and NGSS-aligned (ongoing, annually)

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.

10746	Restricted Lottery

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socio-economically disadvantaged students, students with special needs

Strategy/Activity

1.7: Continue providing additional resources for students to remain on track for both college and high school graduation.

- Continue to update bookroom inventory with college textbooks and sell textbooks back to Follet (Summer 2021, December 2021)
- Provide school-day SAT for all seniors in the fall (and juniors in the spring), PSAT for all juniors and sophomores, and PSAT 8/9 for incoming freshmen applicants (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.

50437	IMF
3873	LCAP Goal 1

Annual Review

SPSA Year Reviewed: 2020-21

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 technology integration in a post-COVID environment
6. Monitor credit recovery process to ensure students are eligible for admission to four-year universities

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 as they transition back to an in-person learning environment
- There is more emphasis on supporting students with mental health needs through AcaPrep
- With three new staff members in an in-person environment, there is more money allocated for staff professional development
- 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.

- The school will utilize the Technology Instructional Specialist to address technology integration in a post-COVID environment
- Teachers will be encouraged to conduct learning walks to learn from each other

- GECA-specific professional development will focus on some of the principles outlined in Fisher & Frey's Rebound! Playbook

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

Provide numerous opportunities for students to rebound and accelerate their learning during a pandemic recovery process, keeping in mind students' academic, social-emotional and health needs.

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.

Some students need credit recovery opportunities to make up for "D", "F", and "NP" grades attained during period of distance learning due to COVID-19 Pandemic.

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 awareness, 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, self-advocacy, 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
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.	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). 89% of the Class of 2021 applied to a four-year university (down from 97% with the Class of 2020); 97% of the Class of 2021 were accepted to a four-year university (down from 99% with the Class of 2020) 72% of Class of 2018, 74% of the Class of 2019, 87% of the Class of 2020, and 92% of the Class of 2021 petitioned to graduate from Gavilan College with an Associates degree.	100% of the seniors of the Class of 2022 will complete applications to a four-year university 100% of those Class of 2022 students applying to a four-year university will be accepted to a four-year university 100% of students will be on track to meet A-G requirements 100% of graduating seniors of each class will take the SAT 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; 92% in 2021) obtaining a single Associates degree or IGETC.
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%	Average retention per graduating class varies from 74% to 81%; and retention of students between grade levels is currently between 91-97% 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 86%. 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	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%) 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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	increased (at around 41%, up from 35% in previous year).	
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	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). CAASPP Results indicated need to support students in significant subgroups, namely RFEP, Hispanic, and Socio-Economically Disadvantaged Students 100% of English Learners (1 of 1 students) were eligible for reclassification in 2016-17 (no English Learners were identified for 2016-17). Of all class of 2022 students, 96% students were eligible for college-level English at the beginning of their 12th grade, and 97% were eligible for college-level math.	Increase CAASPP scores for Socio-Economically Disadvantaged students and for Hispanic students by 10% Improve percentage of all students meeting or exceeding standards on CAASPP for Mathematics to be 95%. Maintain or improve upon rate of 96% students meeting or exceeding standards on CAASPP for English Language Arts 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. 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. 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

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 2022

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
		performance on essays responses 100% of students will be eligible for College English by beginning of grade 12, as measured by Gavilan College Placement requirements 100% of students will be eligible for college math by beginning of grade 12, as measured by Gavilan College Placement requirements 100% of classrooms will show evidence of implementing culturally responsive pedagogy and curriculum selections
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	100% of GECA staff participated in department-specific PLCs since the 2015-16 school year.	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 100% of classrooms will show evidence of implementing strategies to support English Learners and Reclassified students, including Dr. Conley's Key Cognitive Strategies (KCS), Kagan Cooperative strategies, and principles from the Rebound! Playbook, as measured by informal observations 100% of GECA teachers will collaborate in monthly grade-level meetings to identify struggling students and to plan supports.

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)	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. 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. 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). 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	Offer SAT during the school day for 100% of graduating seniors Continue to offer PSAT for 100% of 11th and 10th grade students Offer SAT during the school day for 100% of 11th grade students in the spring semester 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 percent of graduating seniors petitioning for an Associates Degree from Gavilan College

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 decreased by 1 (at 16 during 20-21 school year, down from 17 in 19-20 school year)	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)

Socio-economically disadvantaged 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, 2.4)

- 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)
- Encourage PSAT sign-ups for 11th grade students, and administer PSAT for all 11th grade students at GECA (October 2021)
- Encourage SAT sign-ups for for 12th grade students, and administer SAT at school the same day as the PSAT (October 2021)
- Offer PSAT 8/9 for incoming, applying 8th graders (December 2021)
- 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 2021, 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 |
| 4760 | 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: Teach students to take ownership of their own four-year plan, while overseeing their four-year plans to ensure they are enrolled in college and high school classes necessary for graduation (as evidenced by cohort retention rates, A-G completion, and four-year university acceptance rates) (LCAP 2.1, 2.2)

- Work with Gavilan College to provide maximum flexibility for student schedules and to estimate number of college sections GECA students may impact (quarterly meetings)
- 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)

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)

English Language Learners and socio-economically disadvantaged students

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 2.2, 2.6, 2.8)

- Purchase additional EdOptions licenses for students who need to ensure they are on track for A-G completion (Spring 2022, as needed)
- 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 (at each Progress and Report Card grading period, ongoing)
- Allow students credit recovery opportunities through EdOptions coursework to make up for "D", "F", or "NP" grades, to ensure students continue to be eligible to take college coursework (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.

1341	SLIBG

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

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 2.2, 2.5, 2.6, 2.7)

- 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)
- Provide a combination of Saturday Test Prep and after-school tutoring options (semesterly)
- GECA staff will continue communicating with parents of students who are struggling, through Academic Probation notices, SST meetings, and individual conferences, as necessary (ongoing)
- Revisit Seminar Goal Sheets and Seminar Policies with staff to improve structure of the support class in distance learning format (August 2021)
- 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)
- Revise AcaPrep Tutoring to incorporate components of LinkCrew curriculum to support students socially, emotionally, and academically as they return from a distance learning format (July 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.

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

Strategy/Activity

2.5: Update training and resources for Advanced Placement classes offered at GECA (LCAP 2.7, 2.8) • 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 2021) • Explore additional, supplemental materials that include culturally responsive curriculum (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.

2934	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)

English Language Learner Students, Socio-economically Disadvantaged 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 2.2, 2.3, 2.4, 2.5) • Continue ongoing PLC's (monthly) • 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 (Fall 2021, 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 2022)
- Student learning styles will be assessed and analyzed to inform best instructional strategies to support and differentiate learning for all students (starting Fall 2021, annually)
- Utilize Instructional Specialist to craft individualized professional development opportunities for GECA staff and to assist teachers in developing curriculum (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 implement Kagan Cooperative Strategies and principles of Fisher & Frey's Rebound! Playbook to accelerate student learning (ongoing)
- Structure time in PLC for staff to identify students scoring below 70% in 2 or more of their classes to ensure cross-curricular support for students (monthly, ongoing)
- Each department will administer and analyze at least one cross-curricular, common formative assessment (by Spring 2022)
- Departments will investigate and develop lessons that include structured collaborative talk with a focus on academic discourse and equity of voice (ongoing)
- Teachers will continue to review and share CCCSS-aligned instructional strategies during AcaPrep Collaboration meetings, PLCs and Staff meetings (ongoing, monthly)
- Provide opportunities for teachers to observe other exemplary teachers in Gilroy Unified and neighboring school districts (as requested)
- Department chairs will conduct model lessons aligned with CCSS and KCS process for other teachers to observe (as needed)
- STEM Department will continue to adapt and implement the KCS process for STEM specific uses (ongoing, monthly)
- Teachers in each subject area will create an instructional tool to scaffold analysis creation that goes beyond KCS #2 (such as an analysis process chart - "When I analyze, first I...; then I...") (by Spring 2022)
- Teachers will continue to use instructional technology tools to support English Learners, such as online writing tutorial programs and TurnItIn VidBits, with the support of the technology Instructional Specialist (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.

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)

Socio-economically Disadvantaged Students, English Language Learners

Strategy/Activity

2.7: Revise AcaPrep Tutoring class to increase effectiveness of the support offered (LCAP 2.2, 2.5, 2.7)

- Create Course Description for AcaPrep Tutors course (by Spring 2022)
- Mandate tutoring for struggling students (quarterly)
- Connect struggling students with peer tutors more immediately, by publishing an internal list of peer tutors per subject (Fall 2021, quarterly)
- Increase interactions between tutors and students needing tutoring (beyond 30-minute AcaPrep period) through accountability structures built within AcaPrep Tutors course (Fall 2021)
- Revise application process to select qualified students to serve as AcaPrep Tutors (July 2021)
- Implement LinkCrew curriculum components into AcaPrep Tutoring, including activities for textbook pick-up, to welcome students back to campus (July, August 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 2

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners and Socio-economically Disadvantaged 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 2.8, 2.4)

- Teach students how to use Student Information System (Aeries) and CaliforniaColleges.edu and MyDegreeWorks to monitor their own progress (semesterly)
- 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 2021, ongoing)
- Update school website to include health resources, A-G completion information, tutoring information and health supports available (Fall 2021)
- 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 (suspended until Spring 2022)

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 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 2.4)

- Include a Post-It Parking Lot for questions in the classrooms (Fall 2021)
- 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 2021, 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 2021)
- 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 2021)
- Teachers will incorporate lessons focusing on metacognition that apply to both AcaPrep and core classes (ongoing)
- Teachers will utilize technology tools (such as PearDeck checks for understanding) to assess learning, to provide instant feedback, and to allow for safe learning environment where students feel comfortable making mistakes and learning from those mistakes (Fall 2021)
- Teachers will post and maintain word walls for vocabulary essentials to the content area understanding (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.

	Site Discretionary

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

2.10: Educate students about academic honesty violations and consequences while improving means of monitoring student work (LCAP 2.3, 2.4, 2.7)

- 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 2021)
- 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 2.8)

- Continue to collaborate with community-based organizations to increase presence of mental-health counselors to three days per week at GECA (Fall 2021, ongoing)
- Update school website to include information about and referrals for counseling services and resources currently available at GECA (Fall 2021)
- Continue hosting Mental Health Awareness Week / Assembly (October 2021)
- Collaborate with community-based mental health providers to provide mental health training to GECA staff to more quickly recognize signs of students at risk (ie. those struggling with depression, anxiety, and stress, to increase student referrals for counseling (Fall 2021)
- Provide professional development for staff on Restorative Practices (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.

Annual Review

SPSA Year Reviewed: 2020-21

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 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
- Each department will administer and analyze a minimum of one cross-curricular, common formative assessments
- GECA staff will utilize EADMS and Aeries to disaggregate student performance data on benchmark and class assessments
- AcaPrep Tutoring will be revised to include social, emotional and academic supports (following LinkCrew curriculum)
- 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, especially following principles outlined in Fisher & Frey's Rebound! Playbook.
- More students may utilize EdOptions for credit recovery, to ensure they are on track with A-G completion, high school graduation and Gavilan eligibility requirements

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.

- There is a focus on utilizing technology tools to differentiate instruction and support students with accelerating their learning
- Revising AcaPrep Tutors to include LinkCrew curriculum components
- Implementing principles from Fisher & Frey's Rebound! Playbook

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 ensuring students have access to online learning resources.

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 awareness, 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, self-advocacy, and problem solving skills
- Develop collegiate-level skills through rigorous curriculum
- Develop technology literacy for a 21st century education

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain or improve school's overall retention rate, while improving graduation class cohort retention rate by 3%	Current overall retention rate in a single school year is 98% (up from 96% in previous year) Average retention rate since Class of 2011 has improved to an average of 77%	Maintain or improve school's overall retention rate of 96% Improve retention rate of graduating cohort from 74% to 77% Maintain or improve retention of students between grade 9 to grade 10 at 93%
Maintain or improve school's 97.93% ADA rate for attendance (Pre-Pandemic ADA Rate)	97.93% ADA rate for attendance, pre-Pandemic 99.93% ADA rate during distance learning	Maintain or improve school's 97.93% ADA rate for attendance (pre-Pandemic rates)
Maintain 100% of applicable school-level and district-level committees to include parent representation (GAB/School Site Council, SPAC, GATE)	2-3 parents were present at all GAB meetings in since 2018 100% of SPAC meetings included GECA parent representation	Maintain 100% of applicable school-level and district-level committees to include parent representation (GAB/School Site Council, SPAC, GATE)
Maintain participation of GECA staff, GECA parents, and GECA students at GECA PTSA (Parent Teacher Student Association) meetings to include an average of 20 members per PTSA meeting, by including relevant informational topics and/or workshops for parents at each PTSA meeting, and by continuing to host PTSA meetings virtually.	2020-21 PTSA meetings included approximately 25 members per meeting (in a virtual setting), increased from 10 members participating in-person in prior years 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 principal during the distance learning time period	Maintain participation of GECA staff, GECA parents, and GECA students at GECA PTSA (Parent Teacher Student Association) meetings to include an average of 20 members per PTSA meeting, by including relevant informational topics and/or workshops for parents at each PTSA meeting, and by continuing to host PTSA meetings virtually. Host online GECA PTSA meetings during the 2021-22 school year Maintain communication frequency with parents by sending monthly school newsletters that are co-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		constructed by Principal, ASB and PTSA 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
Improve Healthy Kids Survey Responses such that: • 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/hopelessnes s (on School Climate Survey)	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) 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 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 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 Healthy Kids Survey Results show that an average of 6% of students missed school	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) 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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.	
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%	2020-21 showed 17 total Tribunal Referrals (all were academic honesty referrals) 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.	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%
Maintain overall Customer Satisfaction to an average of 4.5 out of 5 on Customer Satisfaction Survey	Overall Customer Satisfaction Survey results yield an average of 4.5 out of 5	Maintain overall Customer Satisfaction to an average of 4.5 out of 5 on Customer Satisfaction Survey
100% of students will be actively informed through participation in either ASB, Class, or Club meetings	GECA Updates were once every other month during the period of distance learning	ASB will strengthen its communication with the student body (especially during the distance learning period) 80% of GECA students will have an awareness regarding local job, internship, and/or co-curricular opportunities, as evidenced by student survey results
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%	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 increased (at around 41%, up from 35% in previous year).	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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 (LCAP 3.1, 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)
- 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 2021)
- 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 2022)
- 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 2021)
- Continue to co-sponsor field trips with PTSA (Spring 2022)
- Update website to ensure information is easily accessible
- Ensure staff contact information is up to date online to improve accessibility to parent-student-teacher communication (Fall 2021)
- Add "Health Resources" page to Website (Fall 2021)

- Add ChildInstitute.org to GECA Website alongside other mental health parenting resources (Fall 2021)
- Add test prep resources to website (Fall 2021)
- 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 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.

4400	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, 3.2)

- 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 2022)
- Utilize ASB to plan and organize "Week of Kindness" events and to recognize positive student behavior (January 2022)
- 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 2022)
- Continue to incorporate Sportsmanship Awards (ongoing)
- Continue to incorporate Science Fair Awards (May 2022)
- 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 (October 2021)
- Utilize Social Media to celebrate GECA students virtually (Fall 2021)
- Hold annual celebration for students by coordinating with Gilroy Unified Food Services to host special lunches for students (Spring 2022)

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 3.2)

- Accurately account student tardies and absences and refer students accumulating tardies under 30-minutes to Honors Tribunal, per school policy (suspended for Fall 2021)
- 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 2021, monthly, ongoing)
- Principal and school secretary will communicate school attendance policies with families (Fall 2021, 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 3.1)

- Print school planners with updated school policies (July 2021)

- Review and revise school policies and receive student and family input through GECA Advisory Board and Tribunal Input (as needed during monthly meetings)

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 |

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 3.2, 3.3)

- GECA Principal will continue to organize Field Trip to four-year university in partnership with PTSA
- 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 2022)
- Principal will continue to reach out to parents and alumni to serve as Senior Project Mentors, Incoming Interview Panelists (Spring 2022)
- The school will continue to host annual Career Days, and quarterly career talks, utilizing parent and alumni volunteers (Spring 2022)
- 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)
- Continue to utilize Social Media to spotlight current students and GECA alumni (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.

| 3500 | Site Discretionary |
| 1238 | SLIBG |

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)

- 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 2021)
- Teach students and parents how to use Aeries to monitor their own progress (September 2021)
- 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 2021)
- 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 (with parents) (Spring 2022)
- Plan PTSA-sponsored BBQ to welcome freshman families (Fall 2021)
- Explore getting Project 2 Inspire program at GECA (Spring 2022)

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)

English Language Learners

Strategy/Activity

3.7: Engage parents about GECA graduation requirements and college admission process through informational meetings and digital newsletter (LCAP 3.3)

- 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 2021)
- 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 2022)

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.

560	LCAP Goal 3

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

3.8: Provide mental health supports for students (LCAP 3.4)

- 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 2021)
- Continue to incorporate Restorative Circles in AcaPrep curriculum (quarterly)
- Continue to incorporate assemblies on mental health and managing stress, coupling with Week of Kindness (November 2021, March 2022)

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 3.1)

- Acquire and maintain PPE for school, hand-washing stations, and all necessary equipment for staff to work from site, as needed (Fall 2021, 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)
- Enforce school safety procedures, including having students checking into office if/when college class is cancelled, following up with consequences if/when students do not check in (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 2022)

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 3.1, 3.2, 3.3)

- 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)

English Language Learners and Socio-economically Disadvantaged Students

Strategy/Activity

3.11: 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 criteria) (LCAP 3.3)

- Include one Informational/Recruitment Night specific for Gilroy Unified families, and one for out-of-district families, (exploring the idea of keeping these information nights as webinars, in a virtual setting) (October 2021)
- 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 2021)
- Present to middle school eighth graders within Gilroy Unified, encouraging 8th grade students to apply (October 2021)
- Visit PTSA and ELAC meetings at Gilroy Unified middle schools, as well as GUSD Reclassification Ceremony to inform families of the opportunity to attend GECA (beginning October-November 2021)
- Build a stronger awareness about GECA in Gilroy by collaborating 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 2021)
- 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 2021)
- Collaborate with middle school counselors to identify and encourage students to apply, especially students who meet GECA's mission-based criteria (September 2021)
- Maintain and update GECA InstaGram account (ongoing)
- Continue to update and revise GECA Middle School visit presentations, especially to debunk myths about GECA and to stress the college experience students have as GECA students (October 2021)
- Explore continuing virtual meet & greet with current GECA students and accepted applicants (Spring 2022)
- Advertise opportunities about GECA to district EL Advisory Committee meetings to inform families about the GECA opportunity and myths (Fall 2021)
- Provide application workshops for GUSD 8th grade students to encourage students to apply to GECA (October - November 2021)
- Provide translation for virtual presentations regarding GECA application (October 2021)

- Continue strong partnership with GECA PTSA to stay involved in community programs (such as Holiday Parade / Bake Sale, Holiday Gift Wrapping, etc.) to make GECA better known in Gilroy (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 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 3.2, 3.4)

- Continue addressing stress and anxiety through AcaPrep curriculum, Restorative Practices, and mindfulness techniques, especially through digital apps such as 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)
- 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

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: Strengthen partnerships with alumni and local community-based organizations to provide learning and leadership opportunities for students (LCAP 3.4)

- 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 2022)
- Help GECA alumni strengthen their Alumni Association (Spring 2022)
- Continue to utilize Social Media to spotlight and celebrate current GECA students and GECA alumni (Fall 2021)
- Include optional summer "homework" opportunities for students to reach out to family members or professionals in the field to learn about life skills necessary in a professional setting (Spring 2021)
- Create a summer activity / internship suggestion or contact book (Summer 2022)

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)

- Maintain membership with CCEMC & participate on monthly leadership conference calls (monthly)
- Participate in state-wide Dual Enrollment (Virtual) Conference (September 2021)
- Participate in regional CCEMC workshop (Spring 2022)

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

Strategy/Activity

3.15: Increase student participation in student leadership (GECA ASB, AcaPrep Tutors), and community events (LCAP 3.2)

- Utilize Peachjar, Instagram account, 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, Summer 2022)
- Maintain GECA InstaGram account (ongoing)
- Utilize AcaPrep Tutors (through a LinkCrew approach) to engage students in rebuilding community at GECA, as students return to in-person learning (Fall 2021)
- Encourage student involvement in school-wide fundraisers, food drives, etc. (ongoing)
- Encourage students to participate in Community Day of Service, in partnership with other GUSD secondary schools (January 2022)

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, 3.2)

- Continue to introduce custodial staff to GECA students (ongoing, annually)
- Teach students on best hygiene practices to ensure health/wellness of students in a post-pandemic return to in-person learning (ongoing, annually)
- Enforce social distancing protocols when visitors (including teachers, parents, students) come to GECA (as required by Cal-OSHA, Public Health, State Ordinances)
- Encourage students to pick up after themselves, whether it is in class, in the Multi-Purpose Room, or outside, to keep the campus clean and to demonstrate student pride for their school (ongoing)
- Purchase face masks and social distancing signage for school (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.

6000	General Donations

Annual Review

SPSA Year Reviewed: 2020-21

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 reestablishing community in a post-Pandemic environment.
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 (ongoing)
- Continue to collaborate with grade-level teachers to monitor and balance student workload (monthly)
- Create online communication to share with GUSD community regarding GECA (ongoing)
- Revise AcaPrep Tutoring program to include LinkCrew components (monthly, ongoing)

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	$174,662.00

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 ($)

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 ($)
General Donations	$6,000.00
IMF	$75,437.00
LCAP Goal 1	$22,706.00
LCAP Goal 2	$9,447.00
LCAP Goal 3	$560.00
Restricted Lottery	$10,746.00
Site Discretionary	$35,462.00
SLIBG	$14,304.00

Subtotal of state or local funds included for this school: $174,662.00

Total of federal, state, and/or local funds for this school: $174,662.00

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

2 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Sonia Flores	Principal
Kamala Wood	Classroom Teacher
Ana Benich	Classroom Teacher
Heather DeRosa	Other School Staff
Melissa Avila-Carroll	Parent or Community Member
Alyssa Gonzalez	Secondary Student
Jasmine Martinez	Secondary Student
Brenda Garibay	Other School Staff
Crystal Lazzarini	Parent or Community Member

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
[signature: Kamala Wood]	Departmental Advisory Committee
[signature]	Other: Student Representative - Jasmine Martinez

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 9/30/2021.

Attested:

[signature: Sonia Flores]	Principal, Sonia Flores on 10/21/2021
[signature: S Jampani]	SSC Chairperson, Shalini Jampani on 10/22/2021