

The Single Plan for Student Achievement (SPSA)
Gilroy Unified School District
2014-15

Dr. T.J. Owens Gilroy Early College Academy (GECA)

4369484014496
CDS Code

Date of this revision: October 28, 2014

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Sonia Flores

Position: Principal

Telephone Number: (408) 846-4909

Address: 5055 Santa Teresa Blvd., PB-17, Gilroy, CA 95020

E-mail Address: sonia.flores@gilroyunified.org

Gilroy Unified School District

The District Governing Board approved this revision of the School Plan on _____.

Dr. T.J. Owens Gilroy Early College Academy (GECA)

School Narrative:

The Dr. T.J. Owens Gilroy Early College Academy (GECA) is located on the Gavilan Community College campus in Gilroy, CA. It is an academically accelerated high school program for students in grades nine through twelve that is designed to provide students with future academic and career success. As an early college academy, Dr. T.J. Owens Gilroy Early College Academy operates as an educational partnership between Gilroy Unified School District and Gavilan College. GECA is one of the cutting-edge Early College High Schools that have been designed, implemented, and funded nationwide through the Bill and Melinda Gates Foundation in cooperation with Jobs For the Future, local community colleges and school districts. During the 2006-2007 school year, the school was conceived, planned, and articulated by district staff and the first serving principal in collaboration, with Gavilan College staff. A yearly Memorandum of Understanding between the two educational systems supports the ongoing needs for resources, facilities and funding. Initial staffing and recruitment of students occurred during the spring of 2007, and the school opened in the fall of 2007 with an class of 62 freshmen. In the 2008-2009 school year, GECA added a new freshman class, taking the total number of students to 157. Currently, the school has grades 9-12 and 242 students. In 2013-14 GECA graduated 53 seniors, most of whom were eligible to attend a 4-year college or university. This year, it is expected we will have a graduating class of 41. We are expecting a 98% graduation rate in 2015 (all students who transferred from GECA graduated from their respective transfer school). Ideally, the total number of students will reach 350-400 in the coming years of operation as this year the school enrolled an incoming class of approximately 85 students.

Admission to Dr. T. J. Owens Gilroy Early College Academy is based on a criteria described by Jobs For the Future and the Gates Foundation. Students targeted to be served by GECA typically are the first in their family to attend college, have demonstrated a high level of academic ability but still need targeted academic support provided by the Advancement Via Individual Determination (AVID) model, and have family support for participation in the program throughout the four years. The program primarily serves students who apply from Gilroy Unified School District, but also considers students who apply from surrounding school districts that are part of the Gavilan Community College attendance region. A rigorous interview and intake process has been developed to ascertain which applicants are best suited to the unique aspects of an Early College Academy. Once the program is completed, a student will have a both a high school diploma and between 40 to 60 transferrable college units. During their time at GECA, students have the opportunity to attain an Associate of Arts Degree and/or complete an Inter-segmental General Education Transfer Curriculum (IGETC) agreement to enter a California State University or a University of California four year college with sophomore or junior standing. The California Department of Education and the GUSD Board of Education just approved the district Career Technical Education plan that includes identifying pathways for Dr. T.J. Owens Gilroy Early College Academy students to take specialized community college classes in conjunction with their approved high school curriculum.

Students who wish to apply to GECA must participate in a panel interview process and complete a multiple-measures application packet that includes: 1) a parent statement, 2) a personal essay, 3) previous years' standardized test scores, 4) ELA and math achievement in middle school, and ELA and math Gavilan College assessment a Student Assessment, and 5) recommendations from teachers and a current counselor or administrator. Applicants should have an overall GPA of 2.5 – 4.0, standardized test scores in the “Proficient” range or above, CELDT proficiency level of high intermediate, early advanced, or advanced, and the ability to read and write at, or above, the 9th grade level.

Prospective GECA students will have high academic achievement potential. Dr. T.J. Owens Gilroy Early College Academy students, typically exhibit some, but not necessarily all, of the following benchmarks:

- California STAR test (CST) scores in the “Proficient” (or above) in both the ELA and Mathematics categories
 - “High Basic” scores may be acceptable in the Mathematics category, if other factors point to a successful fit for the prospective student
- Documented ability to read and write at, or above, 9th grade level
 - This is absolutely critical in order to succeed in college level courses
- Potential for excellent school attendance and citizenship, with minimal discipline issues
- Strong personal desire and determination to attend college
- Excellent potential to prosper, with support, both academically and socially in a highly rigorous curriculum at GECA, as well as in fully transferable IGETC protocol college classes at Gavilan Community College

From those students who demonstrate the required academic potential, we then look for students who meet one or more of the following at-risk, mission-based criteria:

- First in the immediate family (parents and siblings) to attend and graduate from a four-year college or university
- From a low income family (qualifies for free/reduced lunch)
- Speak a language at home that is other than English
- Faced with special circumstances that may be obstacles to future academic achievement in a traditional high school environment

Dr. T. J. Owens, the school’s namesake, was a member of the original school advisory and visioning team, and he was on the GUSD Board of Education. The school was named in his honor posthumously. At the naming ceremony, members of the original planning group and GUSD School Board spoke of T.J. Owens’s dedication to the concept of “serving the traditionally underserved student, and providing an opportunity for a student to be the first in his/her family to graduate from college.” His vision and dream has been realized by assuring that once selected, a Dr. T.J. Owens Gilroy Early College Academy student will be dually enrolled in the GUSD high school program and the Gavilan Community College associate degree program.

Mission Statement:

Dr. T.J. Owens Gilroy Early College Students will reach their highest personal and academic potential by becoming responsible citizens within their community.

Vision Statement:

To their personal success

- strong leaders who nurture future leaders by demonstrating integrity, desire, determination, and dedication

BE SOMEONE

To their academic success

- critical thinkers who are life-long learners, committed to personal and academic growth

SEEK EXCELLENCE

To community

- citizens who are nurturing, responsible, and open-minded problem-solvers

GO SOMEWHERE

School Demographics:

Ethnicity:

Ethnicity	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic	47%	35%	38%	40%	56%	37%	37%
Asian	8%	10%	11%	10%	10%	5%	24.5%
Caucasian	33%	45%	32%	40%	25%	36%	35.5%
Native American	2%	2%	3%	4%	0	5%	0
Other	7%	7%	14%	5%	7%	16%	0
African-American	3%	1%	2%	1%	2%	1%	3%

Socioeconomic Status:

Eligibility	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Students eligible for Free/Reduced Lunch	41%	32%	38%	38%	33%	34%	35%

ELL Designation:

ELL Designation	2011-2012	2012-2013	2013-2014	2014-2015
<i>English Learner</i>	3	5	4	1
<i>Reclassified English Proficient</i>	45	48	52	62
Total	64	74	99	68
<i>Fluent English Proficient</i>	16	21	29	34

Numbers indicate total number of students per category

Student Residency:

Accommodations	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<i>Gilroy Residents</i>	N/A	58%	64%	58%	56%	46%	51%
<i>Inter-district/ Transfer Students</i>	N/A	42%	36%	42%	44%	54%	49%

Student Enrollment and Retention Rate:

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Grade 12 to Grade 9 difference	Retention Rate
<i>2007-2008</i>	62	1				
<i>2008-2009</i>	76	65	2			
<i>2009-2010</i>	63	63	55	0		
<i>2010-2011</i>	69	55	64	51	- 11	82%
<i>2011-2012</i>	49	66	52	63	- 13	83%
<i>2012-2013</i>	57	50	61	43	- 20	68%
<i>2013-2014</i>	85	51	41	53	- 16	77%

School Data for 2013-14:

Advanced Placement Exam Information:

	2013	2014	Growth/Loss +/-
<i>Total Students Scoring 3 or Higher</i>	95	64	-31
<i>Total Students Score 1 or 2</i>	88	69	-19
<i>Total Testers</i>	183	133	-50
<i># of Students Enrolled in AP Course</i>	279	266	-13
<i>Percent Passing (of # Testing)</i>	51.91%	48.12%	-3.79%
<i>Percent Passing (of # Enrolled)</i>	40.08%	24.06%	-16.02%

California High School Exit Exam Passing Information:

Average Score	2012	2013	Growth/Loss (2012 to 2013) +/-	2014	Growth/Loss (2013 to 2014) +/-
ELA	417	422	+5	417	-5
Math	424	403	-21	424	+21
% Students Below Proficient	2012	2013	Growth/Loss +/-	2014	Growth/Loss +/-
ELA	27%	22%	-5%	10%	-12%
Math	7%	4%	-3%	6%	+2%
% Students Proficient and Above	2012	2013	Growth/Loss +/-	2014	Growth/Loss +/-
ELA	73%	96%	+23%	90%	-6%
Math	93%	94%	+1%	94%	=
% Students Advanced	2012	2013	Growth/Loss +/-	2014	Growth/Loss +/-
ELA	73%	71%	-2%	71%	=
Math	29%	34%	+5%	76%	+42%

California High School Exit Exam Passing Information by Subgroup:

% Students Proficient and Above: Schoolwide	2013	2014	Growth/Loss +/-	Met AYP Target
ELA	95.9%	90.2%	-5.7%	No
Math	93.9%	94.1%	+0.2%	Yes
% Students Proficient and Above: Hispanic or Latino	2013	2014	Growth/Loss +/-	
ELA	100%	90.5%	-9.5%	
Math	92.3%	95.2%	+2.9%	
% Students Proficient and Above: Caucasian	2013	2014	Growth/Loss +/-	
ELA	90.5%	94.4%	+3.9%	
Math	90.5%	94.4%	+3.9%	
% Students Proficient and Above: Socioeconomically Disadvantaged	2013	2014	Growth/Loss +/-	
ELA	94.7%	84.2%	-10.5%	
Math	89.5%	94.7%	+5.2%	

Three Year Trends – Average SAT Scores:

Grad Year	Total Tested	Critical Reading		Mathematics		Writing		Total >= 1,500 Percent	
	School	School	State	School	State	School	State	School	State
2011	45	534	495	507	513	527	494	57.8%	48.25%
2012	66	589	491	573	510	570	491	89.4%	46.7%
2013	47	595	492	580	508	567	489	80.9%	46.4%

Five Year Trends – Average ACT Scores:

Grad Year	Total Tested	English		Mathematics		Reading		Science		Composite Score	
	School	School	State	School	State	School	State	School	State	School	State
2010	1	24.0	21.7	16.6	22.9	19.0	22.3	21.0	21.5	20.0	22.2
2011	6	25.7	21.6	20.5	22.7	26.5	22.0	20.3	21.4	23.3	22.1
2012	7	27.9	21.6	26.6	22.8	28.6	22.1	25.9	21.5	27.4	22.1
2013	17	24.8	21.6	25.6	22.8	25.5	22.3	23.8	21.5	25.0	22.2
2014	17	26.9	21.8	24.7	22.8	27.6	22.3	23.9	21.7	25.8	22.3

Students attending 4-Year College/University

Graduation Year	# of Students in Graduating Class	# of Students Applied	Percentage of Class	# of Students Accepted	Percentage of Class	# of Students Planning to Attend	Percentage of Class
2014	52	44	83	42	79	37	70
2013	38	38	100	38	100	35	90
2012	57	59	98	52	87	52	89
2011	50	32	63	32	63	32	63

Several alumni have completed their Bachelor's degree and have been admitted to Master's degree programs.

Students Attaining AA/AS Degree:

Home Location of Students	Class of 2011 % w/ AA	Class of 2012 % w/ AA	Class of 2013 % w/ AA	Class of 2014 % w/ AA	GRAND TOTAL % w/ AA
Gilroy	22%	13.5%	24%	13%	17.5%
Hollister	0	57%	30%	62.5%	46%
Los Banos	100%			0	50%
Morgan Hill	25%	0	50%	0	20%
Salinas	0	40%	50%	0	30%
San Jose		33.3%	0		25%
San Martin		0	75%	0	50%
COMBINED TOTAL PERCENT GRADUATING WITH AA/AS	22%	21%	32%	19%	23%

Comparison between National Early Colleges and Gilroy Early College:

	National Early College Statistics <i>(Jobs For the Future)</i>	Gilroy Early College Academy Statistics <i>(Since Class of 2011)</i>
Early College graduation rate	90% <i>(vs. 70% national, traditional rate)</i>	98%
Graduates earning some college credit while in high school	94%	100%
Percent of graduates who immediately enroll in college	71%	100% continue with college education 77% immediately enroll in four-year university
Percent of Early College graduates earning an AA or postsecondary certificate along with high school diploma	30%	23%
College credits earned by Early College graduates	Average of 38	Minimum of 40 Maximum of 60

School Successes for 2013-2014:

In addition to the school's national and state recognition, Dr. T. J. Owens students have done very well in their high school and college classes, and this year they have all earned the expected high school credits and college credits. In addition to college classes, students continue to enroll in three to four Honors-level high school classes. In mathematics students were enrolled in Algebra 1 (Honors), Geometry (Honors), or Algebra II (Honors). Teachers have been preparing to transition to the Integrated Math 1, 2 and 3 approach for implementing Common Core in 2014-2015 and beyond. In 2013-2014, teachers blended Common Core Standards for Mathematical Practice in anticipation for SBAC testing. In anticipation for SBAC testing, sophomore students participated in practice Common Core assessments, completing the sample assessments posted online by SBAC. In response to the WASC Visiting Committee Recommendation, staff has received professional development in monthly department meetings, teachers have improved the means to monitor student progress in Seminar and Academic Study Lab (ASL) courses, the GECA Advisory Board (GAB) meetings have become stronger, and the school counselor continues to build 4-year matriculation plans for each of the students. The school continues to develop graduation paths, such as Mathematics and Science, that will ensure that GECA students earn their AA or AS degree and/or complete their 40 transferable units prior to high school graduation. Further, with the construction projects at the Dr. T.J. Owens Gilroy Early College Academy, students seem excited about having their own space for learning, for school culture-building activities, and for eating brunch and lunch.

Other successes:

- Recognized as a California Distinguished School in 2013
- 2012-2013 API Score of 932
- Met 3 of 4 AYP criteria

- 98+% ADA Rate
- 100% CAHSEE passing rate since inception
- *US News* awarded our school a national ranking of #161 and state ranking of #25.
- *Newsweek* awarded our school a national ranking of #149.
- Students have embraced the principles of trust, respect, and personal responsibility to develop a school culture in which students are highly accountable for maintaining both the affective climate as well as the physical. This has produced minimal discipline referrals to the administration.
- Students are participating in extracurricular programs such as the California Academic Decathlon, School Leadership and Tribunal. Several clubs have been established by the students (Interact, Mentor/Mentee, Pink Angels, Debate, and Griffin Politics to name a few).
- Two students were selected as “Commended Students” for the National Merit Scholarship for 2013-2014 PSAT.
- One graduating senior was recognized as an Outstanding Gavilan College Student during Gavilan College’s 2014 Commencement.
- The Academic Decathlon Team won the Santa Clara County division and went on to participate in the State Competition.
- Over 40 members of GUSD and the community sat as “judges” for the Senior exit project.
- Implemented WASC Recommendation for peer coaching for Common Core Standards implementation and planning purposes.
- Teachers have started to align their curricula to begin implementing an interdisciplinary approach to better support students.
- Department meeting times were added to teachers’ meeting calendars to support Common Core implementation and begin phasing in Professional Learning Community approach to professional development.

Current Successes, Challenges, and Next Steps:

Dr. T.J. Owens Gilroy Early College Academy is in its seventh year. In setting current and future achievement goals, the principal and staff have examined the summative achievement measures that contribute to the Adequate Yearly Progress (AYP) for all students, especially for target populations. In alignment with the district goals for student achievement, this plan focuses on:

1. providing effective interventions to retain GECA students,
2. preparing students for College and Career Readiness by implementing Common Core Standards and effective teaching practices; part of this goal includes work toward:
 - o improving collaboration among staff through regular professional development and implementation of Professional Learning Communities (PLC),
 - o meeting our AYP targets,
 - o moving all students to proficiency on the California High School Exit Exam (CAHSEE) (while maintaining our successful pass rate with our sophomore students),
 - o improving our passing rates and number of testing students for Advanced Placement exams, and
3. increasing teachers' and students' use of and accessibility to technology,
4. improving rate of students with direct acceptance into a four-year university,
5. maintaining student engagement through attendance,
6. continue efforts to maintain safe and positive school climate, and
7. continue increasing opportunities to involve and engage parents.

1. EFFECTIVE INTERVENTIONS:

Interventions will continue through AcaPrep and peer tutoring, Academic Support Lab, math support, writer's workshop, seminars, instruction and teacher support.

Improvements in interventions:

- Students now fill in goal sheets and check in with teachers to monitor their progress in their core classes.
- Seminar periods are too frequent and may need to be restructured and/or rescheduled in a more consistent format. Students have been grouped in seminar periods according to student needs: either by grade level, by course, and/or by class activities.

2. PROFESSIONAL LEARNING COMMUNITIES:

In 2013-2014, teachers began to collaborate more frequently in department meetings and with a veteran teacher for structured peer support, all to discuss effective teaching strategies:

- Department meetings are formalized for the 2014-2015 school year as a Professional Learning Community (PLC) in which teachers bring in samples of student work and, in interdisciplinary teams, evaluate student work and provide each other with feedback on teaching strategies and interventions.

- Teachers benefit from support provided by the 0.2 Common Core Chair, who plans professional development and works with teachers to plan effective lessons, implement the Key Cognitive Strategies (KCS) Writing Model and try out cooperative learning strategies.

This new model for professional development and teacher collaboration is another means by which GECA will address the goal of improving student achievement on both the CAHSEE and AP Exams. Further, GECA staff and Gavilan staff are collaborating to determine how to support GECA students and to discuss the articulation between GECA high school courses and Gavilan A-G-aligned courses.

3. ACCESS TO TECHNOLOGY:

Due to new construction (funded by Measure P):

- GECA teachers have had their projectors and computers upgraded
- The school now has it's own wireless network for students to access
- Teachers are connected to the GUSD network and can access information and forms on the District's shared drives
- With Chromebooks at the GECA campus, students have improved access to technology, and there is space to build a computer lab with old computers.

4. COLLEGE ACCEPTANCE RATES:

- Guided Path:
 - In 2013-2014, GECA signed up for an online program, Guided Path, designed to help students determine which four-year universities were best fits and to help students devise a plan for making it to the selected four-year universities. Students access Guided Path in their AcaPrep classes.
- AcaPrep:
 - AcaPrep teachers have worked together to devise a four-year AcaPrep sequence, to ensure students are preparing for the college application process, selecting college courses that align with their dream schools and desired career paths, and exploring different career opportunities. Students use technology in AcaPrep to complete online career surveys, research those careers, and explore university websites.
- Streamlining Academic Probation:
 - Students who receive a D or F grade in A-G courses are informed to retake those same courses in summer school so they may be eligible for a four-year university upon completing their education at GECA.
 - Students achieving D's or F's at Progress Reports receive an Academic Probation letter, parents must sign and return the letter, and students are notified that they must pass with C's or better.
- A-G Course Offerings at Dr. T.J. Owens Gilroy Early College Academy:
 - Important A-G classes fulfilled by Gavilan College classes are filled before time for GECA students to register. One of the most impacted classes is

physical science (with a lab). It would be beneficial to add a Chemistry course (with a teacher and classroom/lab) to the course offerings to better prepare GECA students for the college science classes they take at Gavilan College

- Students in the class of 2015 averaged a 3.3 grade point average in the college science classes that they took; however, only 31% of Class of 2015 students felt prepared enough to take college science classes.
- GECA A-G Course descriptions will be updated to show implementation of Common Core Standards.

5. STUDENT ENGAGEMENT THROUGH ATTENDANCE:

Student engagement and attendance continues to be a strength at the Dr. T.J. Owens Gilroy Early College Academy. It is important to note three big changes that occurred for the 2014-15 school year:

- Gavilan College implemented a College Hour, which has changed our bell schedule for the year.
 - GECA students may participate in Gavilan's campus activities, office hours with professors, and/or support tutorials.
- SB 379 passed to determine that a full day of ADA for eleventh and twelfth grade students attending an Early College shall be collected for students who attend high school classes for 180 minutes.
 - This relieves pressure in the students' schedule and allows them the opportunity to take more college classes during the school day (as opposed to staying on campus until 5:00pm or later to fulfill a necessary A-G requirement).
 - With both of these significant changes, the bell schedule for 2015-16 may be adjusted; the 2014-15 school year is testing one scheduling option on Tuesday/Thursdays where students have an extended lunch hour during College Hour.
- New Construction and the extended lunch hour have provided both time and space for students to increase participation in their class meetings, club meetings, and school/ASB-led activities.
- ASB, Student Senate and Honors Tribunal have taken advantage of College Hour to conduct meetings and run activities.
- Due to a change in administration and ASB advisement, ASB is in the process of being reorganized to promote and facilitate communication between administration, staff, and the student body. Part of the reorganization process is streamlining and formalizing ASB fundraising efforts for 2014-15 and beyond.

6. SCHOOL SAFETY AND SCHOOL CLIMATE:

- With regard to school climate and school safety, the school is in the process of devising new emergency plans due to the new construction.
- GECA is a part of Gavilan College's emergency plan.

- Regular communication takes place between GUSD, GECA, and Gavilan College to ensure construction projects continue during times that will least impact instructional time, and to ensure that safety plans are properly coordinated.
- Gavilan's Security Department is responsive to any safety concerns on GECA's campus, and the Sheriff Department regularly responds to any greater emergency.

7. PARENT INVOLVEMENT:

- GECA implemented GECA Advisory Board (GAB) Meetings, which has increased parent voice in school decisions and has facilitated communication between the school and the Parent Teacher Student Association (PTSA).
- AcaPrep teachers have coordinated with PTSA to use meeting dates as times to present to parents important information about progressing through GECA.
- PTSA has taken an active role in supporting GECA through fundraising efforts and communicating with families to help seniors find mentors for their Senior Project graduation requirement.
- There is an intensified effort to improve communication between parents and administration via mass-message School Loop e-mails, newsletters home, and letters requiring parent signatures (that are sent home with students).
- There will be to change the school registration process for the 2015-16 school year: students and their families will be required to come to school to pick up their schedules and drop off registration packets on a designated day before the start of the school year.

Form A: Planned Improvements in Student Performance 2014-15

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>School Goal # 1 Mathematics As a result of program and instructional changes for math, by spring 2015 a minimum of 80% of students in all significant subgroups will be proficient or above as measured by classroom and/or district benchmark assessments, by spring 2015, 96% of all students in all significant subgroups will be proficient or above as measured by the CAHSEE, and by Spring 2015, 100% of 11th and 12th grade students will be eligible for college-level math, as measured by the Gavilan College Placement Assessment. Dr. T.J. Owens will meet its AYP targets annually.</p>	
<p>Groups participating in this goal:</p> <p>All enrolled students scoring below the proficiency level on district benchmark assessments for Integrated Math 1, Geometry, and Algebra II.</p> <p>All enrolled students scoring below the proficiency level on the Math Section of the CAHSEE.</p> <p>All Classified and Certificated Staff</p>	<p>Anticipated annual growth for each group:</p> <p>Data indicates 94% proficiency rate on CAHSEE mathematics. A minimum 2% annual growth rate is expected both school wide and for all significant subgroups.</p> <p>100% of math teachers will attend district-led professional development for implementing Common Core State Standards for Mathematics in the 2014-15 school year.</p> <p>Data indicates 95% of 12th grade students were eligible for College Math. The anticipated annual growth is that 100% of students should attain a score on the Gavilan College Placement Test and/or a grade of a C or above in Algebra II, in order to be eligible for College Math by end of 11th grade.</p> <p>100% of high school math teachers will show evidence of implementing Common Core Teaching Strategies (technology use, graphic organizers, cooperative learning strategies, essential questions)</p>

<p>Means of evaluating progress toward this goal: The district and site administration and teaching staff will systemically study, disaggregate and use academic performance data to identify areas of continuous growth.</p> <ul style="list-style-type: none"> • CAHSEE Cluster Analysis by sub-group • Subject level collaboration meetings to include lesson study, review assessment data, and discuss student achievement • PLC findings and PLC-identified intervention strategies to support struggling students. • District-wide math team collaboration and calibration with common assessments for Integrated Math I and CCSS-aligned teaching practices 		<p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> • ALEK Data • CAHSEE data • Results from Gavilan Placement Test • District benchmark assessments/reporting for Integrated Math I • Teacher assessments/reporting • AYP data • Informal observations and peer observations • Staff needs survey; end-of-year PD effectiveness survey • Student survey re: experience of effective learning strategies in classes • Parent survey re: satisfaction with student learning • Review of PLC reports by administration • 100% of teachers using technology (i.e. School Loop, personal websites) for posting grades, etc. 		
Actions to be Taken to Reach This Goal	Start / Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Purchase ALEK Software Licenses for use in Math Support Classes 	Spring 2015	Software License	\$200	CAHSEE
<ul style="list-style-type: none"> • Provide Math Interventions during and outside of the school day for student assistance (in collaboration with Gavilan College Tutoring Center during College Hour and through Math Support course) 	Fall 2014	Cost of supplies	\$100	Site
<ul style="list-style-type: none"> • Monthly PLC/Department meeting time will be used to further align Common Core Standards and curriculum, address achievement gaps, analyze student work and reflect on instructional strategies that are/are not working. 	Fall 2014-Spring 2015	Cost of supplies	\$100	Site
<ul style="list-style-type: none"> • Regular meetings with parents, student, and counselor to monitor and improve academic success. 	Fall 2014-Spring 2015	Cost of supplies	\$100	Site
<ul style="list-style-type: none"> • All math teachers will utilize technology (via School Loop or other classroom website) to post homework assignments and to provide information to students and parents. 	Fall 2014-Spring 2015	NA	Ø	Site

<ul style="list-style-type: none"> All math teachers will collect data after each marking period to determine the success of district “benchmark” assessments in meeting standards. DataWise will be a tool to help document and analyze this data. 	Fall 2014-Spring 2015	Cost of supplies	\$100	Site
<ul style="list-style-type: none"> Math teachers meet 1-2 times per month, during department meeting/PLC time 	Fall 2014-Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Collection or publication of materials or instructional strategies developed in trainings 	Fall 2014-Spring 2015	Cost of supplies	\$100	Site
<ul style="list-style-type: none"> Attendance in three days of district-wide professional development activities that meet the guidelines of the funding sources 	Fall 2014-Spring 2015	Cost of Substitute Teachers (\$120/day)	\$720	District
<ul style="list-style-type: none"> Utilization of School Loop and/or personal classroom website for posting of homework assignments, test scores, attendance, etc. to provide information to students and parents 	Fall 2014-Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Create, organize, and share long-term plans with other subject areas to scaffold interdisciplinary support 	Fall 2014-Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Utilize 0.2 Common Core Implementation Peer Coach (TOSA) to conduct peer observations to ensure teachers are incorporating Common Core 4 C’s (Collaboration, Creativity, Critical Thinking, Communication) in math classes 	Fall 2014-Spring 2015	0.2 FTE	Cost of 0.2 FTE	District Personnel
<ul style="list-style-type: none"> Utilize CAHSEE Prep Resources for individualized support during Math Support courses 	Fall 2014-Spring 2015	Math Test Prep Materials	\$1000	CAHSEE
<ul style="list-style-type: none"> TOSA will develop specific plans for 75-minute after-school department meetings/PLCs emphasizing at least one “non-negotiable” instructional strategy (cooperative learning technique, graphic organizer, essential question) 	Fall 2014-Spring 2015	0.2 FTE	Cost of 0.2 FTE	District Personnel
<ul style="list-style-type: none"> Math and Science teachers will implement blended learning instruction into classrooms using Chromebooks, updated classroom technology, and computer lab. 	Spring 2015	Google Apps For Education Training for Math & Science Teachers	\$2,880	SLIBG
<ul style="list-style-type: none"> Engage with Gavilan Math & Science Professors regarding strategies to best support all students 	Fall 2014	Host Costs	\$200	EIA/SCE
<ul style="list-style-type: none"> Math and Science teachers will instruct students utilizing Google Apps and Chromebooks 	Spring 2015	Teachers’ Yoga 11e Chromebooks	\$1800	Tech Monies

<p>School Goal # 2 English-Language Arts As a result of program and instructional changes for ELA and Social Science, by spring 2015 a minimum of 80% of all students and all significant subgroups will be proficient or above as measured by classroom Common Core-aligned writing assessments, 96% of all students and all significant subgroups will be proficient or above as measured by the CAHSEE, and 100% of 11th and 12th grade students will be eligible for college-level English, as measured by the Gavilan College Placement Assessment. Dr. T.J. Owens will meet its AYP targets annually.</p>	
<p>Groups participating in this goal: All enrolled students scoring below the proficiency level on the English Language Arts Section of the CAHSEE.</p> <p>All enrolled students scoring below the proficiency level on classroom writing assessments in English Honors 9 and English Honors 10.</p> <p>All enrolled students scoring below a passing score of “3” on the Advanced Placement Exam for English Language and Composition.</p> <p>All Classified and Certificated Staff</p>	<p>Anticipated annual growth for each group: Prior year data indicate a 90% proficiency rate on CAHSEE English-Language Arts. A minimum 6% annual growth rate is expected both school wide and for all significant subgroups.</p> <p>At least 80% of Humanities Staff will attend subject-specific professional development training in the 2014-2015 school year.</p> <p>Data indicates 95% of 12th grade students were eligible for College English (as measured by AP English Language Exam or by Gavilan College Placement Test). 100% of students should attain a score on the Gavilan Placement Test to be eligible for College English Courses (English 1A and above) by the beginning of their 12th grade.</p> <p>100% of high school Humanities teachers will show evidence of implementing Common Core Teaching Strategies (technology use, graphic organizers, cooperative learning strategies, essential questions)</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Subject level collaboration meetings to include lesson study, review assessment data, and discuss student achievement • PLC findings and PLC-identified interdisciplinary, intervention strategies to support struggling students. • Increase number of students scoring proficient on CAHSEE • Increase pass rate for students taking Advanced Placement Exams in English Language and Composition, AP US History, and AP World History. • Increase number of student’s proficient on quarterly writing. Subject level teachers will calibrate and analyze student writing and revisions in PLC’s. • Conference requests forms 	<p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> • CAHSEE Data • Results from AP Exams (AP World History, AP US History, AP English Language, AP English Literature) • Results from Gavilan Placement Test • Teacher assessments/reporting • AYP data • Informal observations and peer observations • Staff needs survey; end-of-year PD effectiveness survey • Student survey re: experience of effective learning strategies in classes • Parent survey re: satisfaction with student learning • Review of PLC reports by administration

<ul style="list-style-type: none"> Assessments of individual trainings i.e., feedback forms, etc. Collection or publication of materials or instructional strategies 		<ul style="list-style-type: none"> 100% of teachers using technology (i.e. School Loop, personal classroom website) for posting grades, communicating with families, etc. 		
Actions to be Taken to Reach This Goal	Start / Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Teachers will utilize ongoing formative assessments (writing rubrics, Common Core-aligned assessments) to document student progress. 	Fall 2014-Spring 2015	Cost of supplies	\$100	Site
<ul style="list-style-type: none"> PLC meeting time will be used to further align standards and curriculum (Common Core), address achievement gaps, analyze student work and reflect on instructional strategies that are/are not working. 	Fall 2014-Spring 2015	Cost of supplies	\$100	Site
<ul style="list-style-type: none"> All ELA teachers will utilize School Loop or personal classroom website to post homework assignments and to provide information to students and parents 	Fall 2014-Spring 2015	NA	Ø	Site
<ul style="list-style-type: none"> Develop and analyze Common Core-aligned units and assessments on an ongoing basis 	Fall 2014-Spring 2015	Cost of supplies Cost of books	\$500	Site Lottery
<ul style="list-style-type: none"> Professional Development Activities centered around implementing Common Core Standards and blended learning (ERWC, Kagan Cooperative Learning Workshops, Google Apps For Education) 	Fall 2014-Spring 2015	Cost of subs for ERWC Training Cost of Google Apps For Education Training Kagan Training Kagan Training for EL Support	\$240 \$2880 \$630 \$500	Site SLIBG Donation EIA/LEP and CAHSEE
<ul style="list-style-type: none"> Humanities teachers will utilize technology to instruct students using Google Apps and Chromebooks 	Spring 2015	Cost of Yoga 11e Chromebooks for Teachers	\$2800	Tech Monies
<ul style="list-style-type: none"> Published & archived agendas of trainings, activities 	Fall 2014-Spring 2015	Cost of supplies	\$100	Site

<ul style="list-style-type: none"> Department and Team meeting time will be used to further align curriculum maps for an interdisciplinary approach to support all students. 	Fall 2014-Spring 2015	Cost of supplies	\$100	Site
<ul style="list-style-type: none"> Revise course descriptions for A-G eligibility to reflect updated and implemented Common Core Standards 	Fall 2014-Spring 2015	A-G Articulation Conference at UC Davis	\$174	GATE
<ul style="list-style-type: none"> Create, organize, and share long-term plans with other subject areas to scaffold interdisciplinary support 	Fall 2014-Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Utilize 0.2 Common Core Implementation Peer Coach (TOSA) to conduct peer observations to ensure teachers are incorporating Common Core 4 C's (Collaboration, Creativity, Critical Thinking, Communication) in humanities classes 	Fall 2014-Spring 2015	0.2 FTE	Cost of 0.2 FTE	District Personnel
<ul style="list-style-type: none"> Utilize CAHSEE Prep Resources, including <i>Language Network</i> Grammar texts for individualized support during Writer's Workshop and/or Seminar courses. 	Fall 2014-Spring 2015	English Test Prep Books	\$500	CAHSEE
<ul style="list-style-type: none"> TOSA will develop specific plans for 75-minute after-school department meetings/PLCs emphasizing at least one "non-negotiable" instructional strategy (cooperative learning technique, graphic organizer, essential question) that will also support English Language Learners 	Fall 2014-Spring 2015	0.2 FTE Cost of Training Materials and PD for TOSA	Cost of 0.2 FTE \$715	District Personnel EIA/LEP
<ul style="list-style-type: none"> Certifying teachers and renewing certification of teachers who are teaching Advanced Placement Courses to align to College Board AP Standards; providing professional development for pre-AP humanities teachers 	Spring 2015	AP Summer Institutes	\$699 \$1,199	GATE EIA/SCE
<ul style="list-style-type: none"> Engage with Gavilan Humanities Professors regarding strategies to best support all students 	Spring 2015	Host Costs	\$200	EIA/SCE
<ul style="list-style-type: none"> Continue implementing Dr. David Conley's KCS, especially in instructing writing 	Fall 2014-Spring 2015	Cost of Training Materials and/or Software KCS Books	\$100 \$325	Site CAHSEE

SCHOOL GOAL # 3: Parent Involvement

Increase communication with, involvement of, and training for parents to allow them to be active partners in the teaching/learning environment. Increase representation of parents in the GECA Advisory Board (GAB) - the school's governance board, similar to a school site council.

Student groups and grade levels to participate in this goal:

All students and parents
All Classified and Certificated Staff

Anticipated annual performance growth for each group:

- 100% of teachers utilize technology (i.e. School Loop, personal classroom website) for posting grades and other communication.
- 90 % of parents will register and use School Loop
- 100% of parents will receive quarterly newsletters from Principal
- 80% of PTSA Meetings will include GECA Staff Presence
- 50 members from the community will act as panelists for Senior Project Presentations
- 10% increase in number of parents serving on Interview Panels for GECA Admissions Process
- 80% of GAB Meetings will include parent participation
- 80% of parents will positively respond on "customer service" survey at the end of the school year

Means of evaluating progress toward this goal:

- Evaluate data posted by the School Loop system.
- Invite parents to participate in GECA Advisory Board (GAB) and other parent education events. A minimum of six meetings per year will be held yearly.
- Offer a minimum of 3 parent education events per semester (scheduled on the same day as PTSA Meetings) focusing on A-G Requirements, Graduation Requirements, Reading/Language Arts, Mathematics, ELD, Safety, Careers, Colleges, Financial aid, etc.
- Celebrate student successes with awards assemblies and/or parent events.
- Principal communication (e-mails and formal letters) home
- GAB Agendas and Minutes
- Attendance record from Senior Project Panel and Incoming Student Interview Panel
- PTSA Attendance Information

Group data to be collected to measure academic gains:

- Periodic data will be gathered to determine the participation of teachers, parents, and students
- End of year survey to determine Parent/Student/Teacher satisfaction. Disaggregate results for Spanish-speaking parents.
- Student retention rate from year to year
- Returned parent-signed letters regarding Tribunal Referrals and/or Academic Probation
- Parent Education Event(s) attendance and evaluation
- Back to School Night Attendance
- Annual Parent Survey Results
- School Loop Access for each student and family

Actions to be Taken to Reach This Goal	Start / Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Teachers will be encouraged to use School Loop as a communication tool for Parents and Students. 	Fall 2014- Spring 2015	NA	Ø	Site
<ul style="list-style-type: none"> Teachers will be trained to use the School Loop Gradebook as well as posting assignments and homework. 	Fall 2014- Spring 2015	NA	Ø	Site
<ul style="list-style-type: none"> Principal will send newsletters home to parents with every progress report 	Fall 2014- Spring 2015	Postage and cost of supplies	\$600	Site
<ul style="list-style-type: none"> Provide workshops on financial aid and graduation requirements 	Spring 2015	NA	Ø	Site
<ul style="list-style-type: none"> Prepare for Fall 2015 Registration process prior to the first day of 2015/16 school year 	Spring 2015	Postage and cost of supplies	\$200	Site
<ul style="list-style-type: none"> Streamline fundraising efforts between PTSA and ASB to target efforts collectively 	Fall 2014- Spring 2015	NA	Ø	Site
<ul style="list-style-type: none"> Inform parents at each Progress Report whether student is on Academic Probation by sending a letter home and requiring a parent signature on a returned letter to school 	Fall 2014- Spring 2015	Postage and cost of supplies	\$100	Site
<ul style="list-style-type: none"> Inform parents with each Tribunal Referral form regarding student's transgression, action required by the family, and action that will be taken by the school; require parents to return letter back to school with signature indicating acknowledgement of student's summon to Tribunal. 	Fall 2014- Spring 2015	Postage and cost of supplies	\$150	ASB
<ul style="list-style-type: none"> Translation services for Back to School Night and other parent communication events. 	Fall 2014- Spring 2015	Translation Services	\$250	EIA/LEP
<ul style="list-style-type: none"> Principal and/or teacher attendance at PTSA Meetings 	Fall 2014- Spring 2015	NA	Ø	Site
<ul style="list-style-type: none"> Posted & shared GAB Agendas using Google Docs to inform participating members and community about school-wide decisions 	Fall 2014- Spring 2015	NA	Ø	Site

SCHOOL GOAL # 4: Academic Culture & Student Behavior

Improve monitoring of the academic progress of all students, with special attention to early identification, intervention, and tracking of students that are struggling. Improve student participation in GECA ASB, school clubs, and class activities and meetings. Revise all safety plans to match new school construction. Continue to foster positive school culture through student recognition and graduation. Continue frequent communication and collaboration with Gavilan College administration and faculty.

Student groups and grade levels to participate in this goal:

All students and parents
All Classified and Certificated Staff

Anticipated annual performance growth for each group:

- 90% of students that feel safe and very safe at school (growth of 5%)
- 90% of students that feel teachers at this school treat students fairly (growth of 9%)
- 85% of students that feel they are happy to be at this school (growth of 9%)
- A 5% Increase of credits earned in college classes
- A 0.05% increase of GPA. earned in high school and college classes
- 100% of ASB, Club and/or Classes providing minutes from meetings
- 100% of students will have access to GuidedPath Curriculum to monitor own progress through courses at GECA
- 100% of student fundraising efforts through ASB will be documented
- A 5% reduction in student Tribunal Referrals
- 100% of students active in either ASB or Class Activity/Meeting
- Improve retention rate over four-year term
- 100% participation and compliance with district emergency drills

<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Staff, parent & student surveys • Documentation of College Hour time use for students and staff • Monitoring School Loop, class walk-through, department meeting discussion, GECA Advisory Board meetings documented via an agenda • Components or processes in systems that assist students in planning and monitoring their academic and personal goals are identified • Number of cases presented to Tribunal • Counselor/school student surveys • Number of students participating in Academic Decathlon • Counselor/teachers will keep logs of student contacts in School Loop Intervention area around career and academic goals. • Administer Gallup Poll to school • Student participation in class meetings and ASB Activities (via Meeting Minutes) • Student Culture Day Attendance • Calendar of Student Activities with proper approval forms completed 	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Quarter and Semester Grades in each high school and college subject area will be compared to previous years • 80% of students sending final transcripts to four year colleges • Progress towards school AYP • SIS Foundation Information • CAHSEE Scores • Gallup Poll Results • Student retention rate • Number of students recognized by awards
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Actions to be Taken to Reach This Goal	Start / Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Teachers will conduct "bell to bell" instruction 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> • The Leadership Team will play ongoing roll in researching and reflecting on the success of instructional strategies that address EL/GATE students how to have students engaged and extend their own learning. 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> • Schoolwide implementation of AVID strategies utilizing GuidedPath resources 	Fall 2014- Spring 2015	Guided Path Membership and Development for teachers	\$2786	SLIBG EIA/LEP
<ul style="list-style-type: none"> • Continue implementing Character Counts through Honors Tribunal, ASB, and Student Senate 	Fall 2014- Spring 2015	Teacher & Student Recognition Awards and Certificates	\$500	ASB

<ul style="list-style-type: none"> Counselor and AcaPrep Teachers will use "MyRoad," "CSU Assist," "GuidedPath," or equivalent online career and academic planning tool. 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Continued discussion of teaching strategies and Common Core implementation at faculty meetings, with a focus on interdisciplinary approach to supporting students. 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Research and communicate with other Early College models/schools to develop policy: schools that have implemented systems that assist students in planning and monitoring their academic and personal goals 	Fall 2014- Spring 2015	Early & Middle College Conference with Gavilan College Reps. Membership dues for California Coalition of Early & Middle Colleges	\$500 \$100	SLIBG
<ul style="list-style-type: none"> Awards and recognition of student achievement 	Fall 2014- Spring 2015	Certificates and awards	\$500	ASB
<ul style="list-style-type: none"> Strengthen and expand Academic Decathlon Club membership and competition 	Fall 2014- Spring 2015	Membership dues Competition Travel Expenses	\$567 \$1228 \$6000	GATE SLIBG ASB/ Fundraising
<ul style="list-style-type: none"> Train ASB staff and students regarding EdCode and other laws related to ASB operations 	Spring 2015	District Training through FCMAT	\$625	ASB
<ul style="list-style-type: none"> Reorganize structure of Seminar classes by grade and/or interest to better use Seminar/Study Time 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Graduation garb, decorations and awards recognizing students, teachers, Gavilan staff 	Spring 2015	Graduation diplomas, garb, medals, awards	\$1218	SLIBG
<ul style="list-style-type: none"> Inform parents with each Tribunal Referral form regarding student's transgression, action required by the family, and action that will be taken by the school; require parents to return letter back to school with signature indicating acknowledgement of student's summon. 	Fall 2014- Spring 2015	Postage and cost of supplies	\$150	ASB Site

<ul style="list-style-type: none"> Attend Gavilan Academic Senate Meetings to continue and improve communication and collaboration between GECA and Gavilan 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Teachers, Students and Parents review and discuss student data and School Climate results at PLC meetings and GAB Meetings 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Implement Mentor/Mentee activities during College Hour with students to boost student achievement, participation and involvement 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Calendar meeting dates/times for GAB meetings, Student Senate, Honors Tribunal, ASB meetings, and club meetings 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Revisit mission and vision for Dr. T.J. Owens Gilroy Early College Academy and mission and vision for all Early Colleges; communicate and revise these missions/visions with staff participation and Gavilan input 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Implement emergency drills and communicate with Gavilan College regarding revised emergency drills due to new construction; communicate new safety plans with staff 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Streamline Gavilan College registration process, and communicate GECA diploma/A-G diploma requirements in AcaPrep Classes to help students better understand college classes are best 	Fall 2014- Spring 2015	NA	∅	Site
<ul style="list-style-type: none"> Kaiser “Secrets” presentation to help students better understand health and safety standards 	Fall 2014- Spring 2015	NA	∅	Site

T. J. Owens Early College Academy
with Gavilan
2014-15

Form C: Programs Included in this Plan Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$ 1599
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 1708
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 11,122
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education, CAHSEE)	GATE: \$ 1,440 CAHSEE: \$ 2,252 TOTAL \$ 3,692
Total amount of state categorical funds allocated to this school	\$ 18,121

T. J. Owens Early College Academy
with Gavilan
2014-15

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$ 18,121

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.



GECA
Gilroy Early College Academy

“Be Someone Go Somewhere Seek Excellence”

Dr. TJ Owens
Gilroy Early College Academy

November 6, 2014

Successes

- Top API score of high schools in California (932)
- Nationally Ranked School at #161 (*US News*) and #149 (*Newsweek*)
- California Distinguished School
- 6 Years 100% pass rate on CAHSEE first examination
- 2 “Commended Students” for National Merit Scholarship, 2013-2014 PSAT
- Graduating senior recognized as Outstanding Gavilan College Student during Gavilan College’s 2014 Commencement
- Interdisciplinary collaboration through Professional Learning Communities (PLCs)

Successes



Newsweek



Successes

	National Early College Statistics <i>(Jobs For the Future)</i>	Gilroy Early College Academy Statistics <i>(Since Class of 2011)</i>
Early College graduation rate	90% (vs. 70% national, traditional rate)	98%
Graduates earning some college credit while in high school	94%	100%
Percent of graduates who immediately enroll in college	71%	100% continue with college education 77% immediately enroll in four-year university
Percent of Early College graduates earning an AA or postsecondary certificate along with high school diploma	30%	23%
College credits earned by Early College graduates	Average of 38	Minimum of 40 Maximum of 60

Challenges

- Student Enrollment & Retention

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Grade 12 to Grade 9 difference	Retention Rate
2007-2008	62	1				
2008-2009	76	65	2			
2009-2010	63	63	55	0		
2010-2011	69	55	64	51	- 11	82%
2011-2012	49	66	52	63	- 13	83%
2012-2013	57	50	61	43	- 20	68%
2013-2014	85	51	41	53	- 16	77%

- Advanced Placement Exam Information

	2013	2014	Growth/Loss (+/-)
# of Students Enrolled in AP Course	279	266	-13
Percent Passing (of # Testing)	51.91%	48.12%	-3.79%
Percent Passing (of # Enrolled)	40.08%	24.06%	-16.02%

Challenges

- CAHSEE Exam Information
- Construction



% Students Proficient and Above: Schoolwide	2014	Growth/Loss +/-
ELA	90.2%	-5.7%
Math	94.1%	+0.2%
% Students Proficient and Above: Hispanic or Latino	2014	Growth/Loss +/-
ELA	90.5%	-9.5%
Math	95.2%	+2.9%
% Students Proficient and Above: Caucasian	2014	Growth/Loss +/-
ELA	94.4%	+3.9%
Math	94.4%	+3.9%
% Students Proficient and Above: SES	2014	Growth/Loss +/-
ELA	84.2%	-10.5%
Math	94.7%	+5.2%

Next Steps

- Providing **effective interventions** to retain GECA students
- Preparing students for College and Career Readiness by **implementing Common Core Standards** and **effective teaching practices**
- Increasing teachers' and students' use of and **accessibility to technology**
- Improving rate of students with direct acceptance into a **four-year university**
- Maintaining **student engagement** through attendance,
- Continue efforts to maintain **safe and positive school climate**, and
- Continue increasing opportunities to **involve and engage parents**.



Gilroy Early College Academy
at Gavilan College

Comments/Questions?