

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Gilbert will prepare all students, with a focus on low income, EL (plurilingual), and foster youth, to be civic-minded and college and career ready graduates by engaging them in an SEL and Community Schools based learning environment. Efforts will include staff training in SEL and Community Schools strategies, EL mentoring and shadow walks, and use of the Case Carrier Model wherein all teachers progress monitor their 3rd period students. From these efforts, we aim to increase our 2025-26 graduation rate by 2%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 1: Through a Whole Child approach, all students, **with specific attention to our district's students who are low income, foster youth and EL (plurilingual)**, will be college, career, and life ready by successfully demonstrating 21st Century Skills, Youth Voice and Purpose, and Technical Skills

Identified Need

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

EL progress is most in need of improvement. Of 194 EL students in 2023-24, 13.9% were making progress (-3%). To increase our EL support, we will utilize a teacher case carrier program, EL monitoring and shadow walks, Project Hope mentors/tutors, and Saturday school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	We had 305 graduates in May 2024 and 33 summer school graduates for a graduation rate of 80% (+15.9%). Our projected graduation rate for 2024-25 is 80%.	Increase graduation rate by 2%
A-G Completion	During 2023-24, 33.3% of our Gr. 10 students met the A-G benchmarks by completing A-G coursework with a grade of C or better.	Increase by 2%.
College and Career Indicator-Prepared	College/Career Preparedness as per the 2023-24 CA Dashboard: All students: 6.4% prepared (+2.6%); EL: 6.9% (+4.6%); LTEL: 7% (+4.5%); SED: 6.5% (+2.6%); SWD: 2% (-2.3%); Homeless: 4.5%; Foster: 0% (0%); Hispanic/Latino: 6.9% (+4.4%); White: 0% (-9.7%). Of the respondents to the 2023-24 LCAP student survey (n=59), 58% strongly or somewhat agreed that they have reviewed their	Improve by 3% college and career preparedness for all groups and especially for our lowest performing subgroups (SWD, Homeless, Foster and White) via academics, SEL, civic engagement, PTAs, field trips, student voice, and reflection.

	six-year plan. Also, respondents strongly or somewhat agreed that the school provided information about the Anaheim Union Educational Pledge with Cypress College (88%), and with Fullerton College (86%).	
Seal of Biliteracy	2023-24: 3 students	Increase by 2 students.
Seal of Civic Engagement	In 2023-24, 32 students earned the State Seal of Civic Engagement (-37). Of the respondents to the 2023-24 LCAP student survey (n=59), 68% (+22%) strongly or somewhat agreed that they participated in a civic engagement activity at school.	Increase by 5 students.
Students completing Dual Enrollment courses	During 2023-24, 33 students enrolled in one of 6 dual enrollment classes offered, and 13 courses were completed (-28 from the prior year). This included Ethnic Studies (5 of 8 passed), Counseling 100 (4 of 13 passed) and Counseling 140 (4 of 12 passed). Of the respondents to the 2023-24 LCAP student survey (n=59), 86% strongly or somewhat agreed that they are aware of the dual enrollment college opportunities offered at their school.	Increase by 3 the number of completed dual enrollment courses.
Percentage of EL students who score Level 4 on ELPAC	Of the EL students with scores on the 2023-24 ELPAC (n=169), 3.55% (-1.45%) scored Level 4 overall, 8.88% (-3.62%) scored Level 4 in oral language, and 1.18% (+0.55%) scored Level 4 in written language.	Increase by 2%.
EL Reclassification rate	Of the EL students in 2023-24 (n=260), 8.1% were reclassified as RFEP.	Increase reclassification rate by 2%.
Students engaged in civic inquiry and investigation	Our 22-minute advisement period allows all students to participate in our campus-wide civic engagement project. Also, in October, two students spoke at the Board meeting regarding Measure K. Of the respondents to the 2023-24 LCAP student survey (n=59), 68% (+22%) strongly or somewhat agreed that they participated in a civic engagement activity at school.	Increase percentage by 2%.
5Cs are implemented in classrooms	Of the respondents to the 2023-24 LCAP staff survey (n=54), 94%-99% strongly or somewhat agreed they include activities and lessons that incorporate each of the 5Cs, with creativity being the most incorporated (99%). Of the student respondents (n=59), 93%-99% strongly or somewhat agreed that their teachers include activities and lessons that incorporate each of the 5Cs, with collaboration being the most incorporated (99%).	Maintain high percentages.

D/F rates	For 2023-24, the number of students who earned one F grade decreased from 88 in Semester 1 to 65 in Semester 2 (-23); but the number of students who received an F grade in four or more classes increased from 97 in Semester 1 to 107 in Semester 2 (+10).	Decrease number of F grades in four or more classes by 15.
CAASPP ELA results	As per the 2023-24 CAASPP results, 6.98% (-5.39%) of students with scores (n=129) met or exceeded the standard for ELA, and 20.93% (-12.06%) nearly met the standard.	Increase proficiency by 2%.
CAASPP Math results	As per the 2023-24 CAASPP results, 0% (-1.04%) of students with scores (n=124) met or exceeded the standard for math, and 4.03% (-1.67%) nearly met the standard.	Increase proficiency by 2%.
CTE Pathways	During 2023-24, 40 students completed one of 8 CTE Pathway courses offered, with the most popular being: Food Service and Hospitality (24 students), Entrepreneurship and Innovation (4 students), Visual Design and Media (4 students). District data shows our CTE completion rate is 6.8% with 39 students completing one of six courses. Of the respondents to the 2023-24 LCAP student survey (n=59), 73% strongly or somewhat agreed that they explored potential careers through AIME.	Increase CTE Pathway completion by 2%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1.1- District leadership and curriculum specialists will develop and implement a professional learning plan that supports teacher leaders, Site Leadership Teams (SLTs), Foster youth and English learner task force on instructional best practices, establishing professional goals, and engaging in continuous and purposeful professional growth and development specifically targeting the educational needs of English learners, low-income, and foster youth to increase A-G eligibility, graduation rates, and college-going rates.</p> <p>District and site-based professional development. Administrator and staff conference attendance. Guest speakers with relevance to student needs. Schoolwide training of Community Schools strategies. Reflective Learning Walks and EL Shadow Walks held quarterly for improved teaching strategies and EL monitoring.</p>	All	<p>74,767 Title I 1000-1999: Certificated Personnel Salaries</p> <p>35,000 Title I 1000-1999: Certificated Personnel Salaries</p> <p>50,000 Title I</p> <p>15,000 LCFF</p> <p>12,000 Community Schools Grant</p>

	EL and SEL task forces develop instructional strategies and monitor student progress. Use of site-based data to improve instruction.		
1.2	<p>1.2- District leadership along with instructional leaders design, deliver, and model effective instructional strategies and facilitate growth of these practices at school sites for low-income students, English learners, and foster youth students to support development of 5Cs, civic engagement, Career Preparedness Systems Framework (CPSF), and achievement of literacy and mathematical standards skills to increase student engagement, academic achievement, and post-secondary readiness.</p> <p>Student orientation days at the start of each semester include counselor presentations regarding graduation requirements. All teachers teach an elective during our shared Per. 3/advisement period. Campus-wide use of Case Carrier Model and SEL strategies during Per. 3/advisement period. Schoolwide use of Community Schools strategies. Teachers embed the CPSF and 5Cs into their curriculum. Quarterly PTAs and student reflections support deeper understanding of the 5Cs. Hands-on instruction via our Spyder Lab, Career Connections class, art class, gardening class, and ROP/CTE courses. On-site dual enrollment classes and college workshops, presentations, and field trips.. Instructional strategies for EL and Foster Youth include differentiated instruction, modeling, and revision/resubmission of assignments. EL Monitoring Team and teacher-mentors provide additional support for EL students and for seniors at risk of not graduating. Community-focused lessons, events and field trips. Apex and core courses to meet the A-G requirements. Career Pathways that incorporate ROP and core classes.</p>	All (with a specific focus on English Learners)	<p>30,000 Title I</p> <p>3,272 LCFF</p> <p>146,909 Proposition 28 - Arts and Music and Schools</p> <p>10,000 Community Schools Grant</p>
1.3	<p>1.3- Provide sufficient instructional materials that are aligned with current California State Standards. The District will: 1) purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks, 2) continue to support reading intervention program(s), 3) support a modern, cloud-based library operating software system that can be accessed during all hours of the day, 4) continue to support asset management system, and 5) continue to support online resource database subscriptions.</p>	All (with a specific focus on English Learners)	<p>30,155 Title I</p> <p>20,000 LCFF</p> <p>39,100 Proposition 28 - Arts and Music and Schools</p>

	<p>District-adopted textbook sets in core classrooms with online availability.</p> <p>Chromebooks for student use.</p> <p>Supplementary materials for core and elective courses.</p> <p>Emphasis on 5Cs, STEAM, and civic engagement.</p> <p>Updated and high-interest reading materials available in the media center.</p>		
1.4	<p>1.4- Educational Information Technology staff will develop a life cycle for student devices, applications and network infrastructures. These staff will support training resources and create critical integration points to facilitate Students and staff having access to a broad range of sustainable technological resources to ensure low-income students can fully engage in their education, access digital resources and develop post-secondary skills.</p> <p>Student Chromebooks available for classroom use.</p> <p>Technology devices loaned to students as needed.</p> <p>Instructional technology for classroom use.</p> <p>Presentation equipment for instructional, communicative, and professional development purposes.</p> <p>Our on-site tech coach supports teachers via workshops and individual assistance.</p> <p>Supplementary software to increase core skills.</p> <p>Increased student use of technology via our Spyder Lab and music production studio.</p>	All	<p>45,715 Title I</p> <p>8,000 LCFF</p>
1.5	<p>1.5- District staff and teachers develop and monitor District programs, courses, and extracurricular opportunities for low-income, English learners, and foster youth students to ensure student access to a broad course of study so they can find purpose, be prepared for post-secondary learning, and develop career ready skills. The District will: 1) continue to coordinate and support the District's VAPA programs and promote arts equity, 2) continue to support and expand STEAM programs, ROP, CTE and civic learning, 3) continue to support English learner, and foster youth task force to ensure implementation of the task force recommendations, 4) provide supplementary support for extracurricular programs, such as intermural and athletics, 5) continue to provide additional A-G, Honors, Advanced Placement, and International Baccalaureate (IB) course offerings, 6) continue to support and increase Dual Language Immersion (DLI) programs and World Language course offerings at the high school and junior high school levels, and 7) support staffing to ensure students access CTE pathways and access to public safety pathways.</p> <p>All teachers teach an elective during Period 3/advisement with increased elective options.</p> <p>Increased extracurricular options including our Sports Intervention Program.</p>	All	<p>2,000 Title I</p> <p>7,500 LCFF</p>

	<p>Expansion of our CTE offerings with the Spyder Lab and our Career Connections course.</p> <p>The STEAM FUSE curriculum features online and hands-on learning in engineering, AutoCAD, music, electronics, chemistry, and 3D-design.</p> <p>All students have access to Google Career Certification, ROP, dual enrollment and concurrent enrollment courses.</p> <p>The Gilbert Deeper Learning Lab students follow a personalized academic program that includes both social emotional and academic goals.</p> <p>Our EL Team monitors student progress and conducts quarterly EL Shadow Walks.</p> <p>Our EMT monitors student progress and offers appropriate interventions.</p> <p>Our Spanish course is a criterion for the State Seal of Biliteracy.</p> <p>Expanded art programs, including partnerships with community artists and design students.</p>		
1.6	<p>1.6- Improve placement, instructional practices, and monitoring of multilingual scholars [English Learners (EL)] by increasing scholar voice, 21st century skills and technical skills through the four principles of the English Learner Roadmap: 1) assets-oriented and needs responsive schools, 2) intellectual quality of instruction and meaningful access, 3) system conditions that support effectiveness, and 4) alignment and articulations within and across systems (systemness).</p> <p>Our Gilbert Deeper Learning Lab provides individualized support and a focus on the student's' home language.</p> <p>Our PL/EL monitoring team connects with students and monitors their progress.</p> <p>Academic support and mentoring for EL students by UCLA's Project Hope.</p> <p>Quarterly EL Shadow Walks.</p> <p>Steps to reclassify EL students.</p> <p>Spanish class added to master schedule.</p> <p>Students encouraged to apply for the State Seal of Biliteracy.</p> <p>Campus-wide civic engagement projects elicit participation by all students.</p> <p>RSVP meetings and restorative justice circle focus on student voice.</p> <p>Instructional strategies to increase student voice in the classroom, including soapbox speeches and circle group discussions.</p> <p>Community Schools approach to learning.</p>	EL	<p>1,000 Title I</p> <p>500 LCFF</p>
1.7	<p>1.7- District staff and teachers will implement non-traditional instructional options to address the multi-tiered academic needs of students in order to reach graduation and post-secondary goals. School and district staff will research and implement flexible learning opportunities, and course offerings for ALL students to positively impact and improve graduation rates, state assessments scores, CTE</p>	All	<p>3,000 Title I</p>

	<p>pathway completion, and A-G eligibility to reduce remediation.</p> <p>Use of Case Carrier Model where teachers serve as mentors to their Period 3 students.</p> <p>All teachers teach an elective during Period 3/advisement class, which gives students more elective options.</p> <p>Campus-wide advisement period focuses on civic engagement projects, SEL activities, and the student Capstone.</p> <p>Our co-ed Sports Intervention Program (SIP) provides athletics with academic progress monitoring.</p> <p>Increased field trips.</p> <p>APEX courses offered after school.</p> <p>UCLA Project Hope tutors/mentors and after school tutoring.</p> <p>Saturday Academy, offered twice per quarter, provides academic support and community service opportunities.</p> <p>CAP classes offered to SPED and Gilbert Lab students who enroll late.</p> <p>Expanded ROP medical course options.</p> <p>On and off campus dual enrollment courses and an on-campus dual enrollment counselor.</p>		
1.8	<p>1.8- Improve placement, instructional practices, and monitoring of Students with Disabilities (SWD) to increase academic and social success.</p> <p>Formation of an SWD Task Force and an SEL Committee.</p> <p>Modified curricula and specialized software programs.</p> <p>Our Gilbert Deeper Learning Lab provides individualized support.</p> <p>Our Mercadito food pantry is a WorkAbility site for our Adult Transition students.</p> <p>All students have access to electives and extracurricular options.</p> <p>Home visits and teacher mentoring (Case Carrier Model).</p>	SWD	1,000 LCFF
1.9	<p>1.9- District coordinators along with college and career specialists and work-based learning coordinators will increase work experience and internship opportunities via Anaheim's Innovative Mentoring Experience by focusing on business recruitment and development, seeking funding opportunities, and developing systems for providing student scholarships to ensure students will graduate having explored a variety of potential careers and industries, and will have a postsecondary plan to pursue their career goals.</p> <p>Students have access to and participate in AIME related programs, internships, and field trips.</p> <p>On campus paid and volunteer internships available via our Mercadito and campus garden.</p>	All	1,000 LCFF

	Our Community Schools team creates local partnerships for wraparound services and student internship opportunities. All students have access to career pathway and ROP courses, dual and concurrent enrollment courses, and Google Career Certification.		
1.10			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our focus has been on SEL and creating a community schools based learning environment. Our Community Schools team has increased our community partnerships and our FACES continues to increase parent/family involvement. During the 2024-25 school year, more than 130 community members and more than 80 parents participated in a school event (duplicated count). From this focus, we aim to improve student attendance, engagement, and academic success.

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

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

We have been presenting SEL activities and lessons during our shared Advisement period (1.2, 1.7), which may help us achieve our goal of graduating students who are civic-minded and college and career ready.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Gilbert will use the community schools approach to create and maintain an academic partnership with parents and family members, with a focus on parents/family members of students who are low income, EL (plurilingual), and foster youth. Of the respondents to the California School Parent Survey (n=21), 100% agreed or strongly agreed that they feel welcome to participate at this school but only 11% stated that they attended a school or class event and only 6% stated that they served on a school committee. We will continue to create a Community Schools environment by offering culturally relevant family engagement activities and events to increase parent involvement during the 2025-26 school year by 2%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 2: Through a community school's approach, co-create and provide meaningful culturally and linguistically responsive educational opportunities for all parents and families to advocate for the assets and needs of all students, **with specific attention to our district's students who are low income, foster youth, and EL (plurilingual)**

Identified Need

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

Parent responses to school surveys have been low, with only 21 completing the 2023-24 California School Parent Survey and only 10 completing the 2023-24 LCAP survey. To increase participation, we will utilize our FACES and Community Schools Team in an effort to inform parents of the benefits of their input, which can lead to school and curricular improvements and better student outcomes. From these efforts, we aim to increase parent involvement on 2025-26 surveys by 2%.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Schools are inviting for parents and families	Of the respondents to the 2023-24 California School Parent Survey (n=21), 100% agreed or strongly agreed that parents feel welcome to participate at this school, and 95% agreed or strongly agreed that the school promptly responds to their phone calls, messages, or e-mails.	Continue to offer family engagement opportunities.
Attendance at family engagement events	During the 2024-25 school year, approximately 36 parents/family members attended our September Open House and approximately 90 joined our April event. Of the respondents to the 2023-24 LCAP parent survey (n=10), 90% strongly or	Increase parent attendance at school events by 5.

	somewhat agreed that parent events at the school are relevant to them. From the respondents to the 2023-24 California School Parent Survey (n=21), 68% stated they met with a school counselor in person or remotely.	
Family participation for students with exceptional needs	From the respondents to the 2023-24 California School Parent Survey (n=21), 95% agreed or strongly agreed that the school has quality programs for their child's talents, gifts, or special needs; and that the school encourages them to be an active partner with the school in educating their child.	Continue to focus on family engagement opportunities.
Family knowledge of graduation requirements	Of the respondents to the 2023-24 LCAP parent survey (n=10), 60% strongly or somewhat agreed that they had reviewed their student's six-year plan.	Increase awareness of the six-year plan by 5%.
Family knowledge of Anaheim Union Educational Pledge	Of the respondents to the 2023-24 LCAP parent survey (n=10), 90% strongly or somewhat agreed that the school provided them with information about the benefits of the Anaheim Union Educational Pledge with Fullerton College, Cypress College and UCI; and 100% strongly or somewhat agreed the school provided information about the benefits of the Pledge with CSUF.	Increase awareness of the Pledge by 2%.
Parent input in decision making	From the respondents to the 2023-24 California School Parent Survey (n=21), 95% agreed or strongly agreed that the school actively seeks the input of parents before making important decisions,	Increase parent participation in school surveys by 10.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1- School and district staff will increase engagement, communication, and support for parents by establishing, expanding, or refining resources that are available at all schools to ensure families and students can meaningfully engage. AUHSD will also provide opportunities for all families with a targeted emphasis on parents of low-income, English learners, homeless youth, and foster youth, to engage with schools through various parent training and strategies. These include but are not limited to Ready Set Go workshops, Disciplina Positiva parenting workshops, Parent Leadership Academies, Parent Learning Walks, and embedded mindfulness practices.	All	2,382 Title I Part A: Parent Involvement 1,000 LCFF 1,500 Community Schools Grant

	<p>Our Parent Resource Center is available during and after school hours for parent orientations, workshops, and events.</p> <p>Our FACES facilitates daytime and evening parent events, virtually and in-person.</p> <p>Our FACES emails "Weekend Announcements" to students and parents to inform them of upcoming events and community resources.</p> <p>Our Community Schools leaders connect students and families to available resources.</p> <p>Our on-campus Mercadito food pantry, in partnership with the Second Harvest Food Bank, is available to parents and students.</p> <p>Our on-campus Community Corner offers students and families clothing, basic necessities, and other essentials.</p> <p>Our Parent Leadership Academy (PLA) is co-facilitated by our FACES and offers parent trainings and workshops in English and in Spanish.</p> <p>Parents are invited to participate in monthly Coffee with the Principal events and quarterly learning walks.</p> <p>Our Gilbert Parent Teacher School Association (PTSA) elicits parent/family input regarding our school and community.</p> <p>Our FACES Action Team of teachers, staff, students, parents, and the community aims to foster students' academic success and wellbeing.</p> <p>To encourage parent attendance, our Back to School Night features a complimentary dinner from our Culinary Arts department, displays of student work, culturally-relevant entertainment, raffles, college representatives, and a Community Resource Fair.</p> <p>eKadence training, via video tutorials, is offered to students and parents.</p> <p>The Aeries login page is accessible from the school website and offers translation options for Spanish and five other languages.</p>		
2.2	<p>2.2-Family and Community Engagement Specialists (FACES) and translators will provide language-appropriate support and programming to support low-income, English learners, foster youth and their families to ensure access to school and community resources. The District communicates with families early, often, in multiple formats/languages and provides multiple opportunities for families and staff members to provide input in a variety of ways, including site and district committees (SSC, DELAC, ELAC, SPAC, Community Schools Steering Committee, Community School Site Committees, PTSA).</p> <p>Pertinent school documents are posted in English and in Spanish on our website.</p> <p>Our FACES promotes family involvement through culturally relevant parent workshops and school events.</p>	All students with a specific focus on EL.	500 LCFF

	<p>Our FACES keeps parents informed of school and community events via English/Spanish emails. Parenting skills are supported with conferences such as CAFE.</p> <p>Our administrator, FACES, Community Schools Coordinator, and office staff communicate to parents in Spanish, as needed.</p> <p>Parents provide community/school input via our Community Schools Needs and Assets survey.</p> <p>Our on-campus Mercadito pantry provides food and other necessities to parents and students.</p> <p>Our Community Corner provides clothing, shoes, and home items to parents, students, and community members.</p> <p>The Gilbert Deeper Learning Lab supports student success via individualized learning plans and a focus on the student's home language.</p>		
2.3	<p>2.3-FACES, community school coordinators, and community liaisons, in partnership with case carriers, program specialists, and psychologists will establish, expand or refine family engagement opportunities for Students With Disabilities (SWD).</p> <p>Our SWD Taskforce plans accommodations for family engagement events.</p> <p>Our Gilbert Deeper Learning Lab, which includes a SPED teacher and aide, supports student success via individualized learning plans.</p> <p>All parents receive email announcements regarding school activities and parent workshops.</p>	SWD	500 LCFF
2.4	<p>2.4-AUHSD's Community Schools approach provides a unique set of supports and services that fit each neighborhood's assets and needs. This approach aims to partner with students, families, teachers, school staff and community partners to align community resources and community-rooted instructional practices, to improve student outcomes.</p> <p>Our Community Schools team plans and facilitates family and community engagement opportunities.</p> <p>Our Community Schools team creates partnerships to offer support services (vision, dental, and medical clinics; food pantries; outreach fairs).</p> <p>Our Community Schools team collaborates with staff to plan events that support school-community engagement.</p> <p>Our community partners co-teach classes and attend school events, including Back to School Night and student Capstone presentations.</p> <p>Our translators, Community Schools team, and FACES are provided the necessary materials to support meaningful two-way communication.</p> <p>Promote and support parenting skills with conferences such as CAFE.</p> <p>Parents are encouraged to participate in school committees.</p>	All	500 LCFF 1,000 Community Schools Grant

	Parent workshops and Learning Walks are available to all parents.		
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our Community Schools leaders and our FACES work together to bring more awareness to our family and community engagement events. Our Open House events include complimentary dinner, a community resource fair, classroom and student exhibits, PTSA and student club fundraisers, culturally relevant entertainment, and a community resource fair. This year's event attracted 36 parents/family members and 17 community partners.

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

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.

From the collaborative efforts of our Community Schools leaders and our FACES, we expect increased family and community member participation in our school events (SPSA 2.4).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Gilbert will provide a safe, positive, and supportive learning environment that promotes high academic and behavior standards via student voice and engagement, with a focus on students who are low income, EL (plurilingual), and foster youth. Our efforts to support all students will include staff use of SEL and restorative justice strategies, school wide activities during our shared advisement period, varied school clubs and programs, increased elective options, and use of a teacher Case Carrier Model. During Semester 1 of 2024-25 Gilbert had 17.37% D grades (as compared to 8.10% for AUHSD) and 30.57% F grades (as compared to 7.60% for AUHSD). From our efforts during the 2025-26 school year, we aim to decrease the D and F rates by 3%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 3: Provide and nurture a safe, positive, and inclusive school culture that is responsive to the assets and needs of all students, **with specific attention to our district's students who are low income, foster youth, and EL (plurilingual).**

Identified Need

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

During 2023-24, Gilbert had a chronic absenteeism rate of 91.2% (absent 10% or more of the school year). Attendance from August to December in 2024 averaged 68%. During a pupil free day in January 2025, teachers and staff were given an opportunity to make home visits to students who had been chronically absent. From the 35 homes visits made, 9 students returned after direct contact and 13 returned after a note was left at their door. We will continue to support positive attendance through phone calls home and home visits, and we will continue to support student motivation to attend school via SEL, restorative justice, and Community Schools strategies; increased monitoring via our Case Carrier Model; and increased academic options and school activities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism/Attendance rate	Our 2024-25 monthly attendance percentages were: Aug. 76.05%, Sept. 70.36%, Oct. 68.52%, Nov. 64.42%, Dec. 59.22%, Jan. 62.80%, Feb. 61.46%, March 60.48%, for an 8-month average of 60.4%. Of the students who responded to the 2023-24 CHKS survey (n=318), 47% stated they had been absent 3 or more days in the past month with 21% stating they were absent because they felt very sad, hopeless, anxious, stressed, or angry.	Increase monthly attendance by 3%.
Suspension rate	2023-24: Blue Level: All students: 1%, (-2.6%), EL: 0% (-3.1%), LTEL: 0.7% (-3.3%), SWD: 1.2% (-3.6%), Homeless: 0% (-3.7%)	Continue to use restorative justice and SEL strategies to maintain suspension rate at 1% or lower.
Student knowledge of mental health support	Of the students who responded to the 2023-24 CHKS survey (n=318), 35% (111 students) stated they had chronic sad or hopeless feelings in the past 12 months. Of these, 50% (55 students) were female and 18% (20 students) were male. Of the students who responded to the 2023-24 LCAP survey (n=59), 88% (+26%) strongly or somewhat agreed that they know where to get mental health support if needed.	Increase awareness of our mental health offerings by 2%.
Students receiving direct services	During Quarter 1 of this year (August to October 2024), 43 homes visits were conducted by our Child Welfare and Attendance Liaison. Also during Quarter 1, 38 students received counseling services (individual, group, psychiatric, mental health).	Increase number of students receiving direct services.
Sense of safety	From the 2023-24 CHKS survey (n=318), 63% of students agreed or strongly agreed that they feel safe at this school, and 61% of parents (n=21) agreed or strongly agreed that the school is a safe place for their child. Of the students who responded to the 2023-24 LCAP survey (n=59), 85% strongly or somewhat agreed that the school is clean and well maintained.	Increase survey percentages by 3%.
Sense of school connectedness	Of the students who responded to the 2023-24 CHKS survey (n=318), 55% agreed or strongly agreed that they are happy to be at this school, and 63% stated it was very much true or pretty much true that there is a teacher or some other adult at school who really cares about them. Of the students who responded to the 2023-24 LCAP survey (n=59), 31% stated they had participated in a school club. During	Increase number of club members by 15.

	2024-25, more than 190 students (approx. 44%) joined a campus club, approximately 100 students joined our sports teams, and approximately 900 (duplicated count) participated in a school activity.	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>3.1- District administrators with support of specialized staff will improve District systems for identifying and supporting students with significant truancy issues to ensure EL, Foster youth, SWD are supported to achieve at the highest rates possible.</p> <p>Our Child Welfare and Attendance Liaison, social workers, and staff conduct home visits for chronically absent students. A re-engagement policy for chronic absenteeism is in effect. Teachers serves as Case Carriers/mentors for their Per. 3 students. Our Gilbert Deeper Learning Lab offers individualized support via SEL and home visits/outreach. Saturday Academy, offered twice per semester, provides additional academic support and community service opportunities. Students have access to a social worker, social work interns, and a school psychologist. Our EMT plans interventions as needed. Our EL Team provides teachers with instructional resources, conducts shadow walks, and monitors student progress. City bus passes are provided by the District and a District bus transports students to and from our site.</p>	All	<p>15,000 Title I</p> <p>46,078 LCFF</p>
3.2	<p>3.2- Staff will implement programs and systems to support the mental, physical, behavioral and emotional health of students, with an emphasis on English learners, foster youth, and low-income students to reduce student suspensions, improve student learning, and promote well-being. The District will: 1) continue to support implementation of MTSS, which includes increased mental health resources to meet the social and emotional needs of students, 2) continue to offer training on mindfulness and brain aligned strategies for students and staff, 3) continue to develop alternatives to suspension, including "Restorative Practices," and 4) continue to support the District Discipline Committee to look into specific issues</p>	All	<p>20,000 Title I</p> <p>4,822 Title IV</p> <p>4,000 LCFF</p> <p>7,175 Community Schools Grant</p>

	<p>such as junior high school suspensions and alternatives to suspension.</p> <p>Students have access to three academic counselors, a social worker, social worker interns, and a health services technician.</p> <p>Direct services available to students include counseling (individual, group, mental health, and psychological), and speech/language therapy. A Wellness Center is located in the counseling center.</p> <p>Formation of an SEL committee and schoolwide use of an SEL curriculum.</p> <p>Our Gilbert Deeper Learning Lab uses restorative justice circles, SEL lessons, and mindfulness practices to support student success.</p> <p>Representatives from Groundswell and Neutral Ground support students via individual and small group counseling, and classroom circles.</p> <p>Our PBIS/MTSS Committee and Discipline Committee create schoolwide protocols and systems of support for our students.</p> <p>Field trips, guest speakers, and workshops that address topics relevant to our students.</p> <p>Positive reinforcements include Student of the Week and Scholar Athlete of the Week awards, and graduation achievement pins.</p> <p>Club Rush week, held during lunchtime, encourages students to join campus clubs.</p> <p>Our student clubs, such as ASB, FNL, BROS, Journalism, Rooted by OCAPICA, and RSVP promote leadership and student voice.</p> <p>Our GSA club supports students who identify as LGBTQ and our Rising Sunshine program supports teen parents.</p> <p>Our video game club promotes teamwork and school spirit.</p> <p>Our library offers high-interest texts for all reading levels, and collaborative games and activities that promote camaraderie and teamwork.</p> <p>Service learning and paid internship opportunities are available to students, including in our school garden and the Mercadito food pantry.</p> <p>Our Slim Gym outdoor fitness area is available to all students.</p> <p>Our Sports Intervention Program (flag football, soccer, basketball) features lunch time practice and games against other schools.</p> <p>Our House system encourages school spirit and friendly competition among classrooms.</p> <p>Our Community Center offers students school supplies, basic necessities, and clothing, including formal clothing for the prom or job interviews</p> <p>Our campus-wide Advisement period lessons and the student Capstones promote goal setting and self-reflection.</p> <p>Our campus-wide civic engagement projects foster unity and purpose.</p>		<p>1,550 Tobacco-Use Prevention Education</p>
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<p>3.3</p>	<p>3.3- School counselors and support staff will develop and implement standards-based school counseling programs that monitor student academic progress, deliver support services, and support the Anaheim Pledge to ensure students, with an emphasis in English learners, foster youth, and low-income students graduate and are prepared for post-secondary options. The District will: 1) adopt national counseling standards, provide appropriate professional learning, and monitor implementation, 2) reduce student/counselor ratio by adding where feasible and/or maintain counselors in order to increase counseling services provided to students, 3) continue to support schools with providing each student with an individualized six-year, student academic plan that is college and career aligned, 4) support a comprehensive transition plan for all 7th- and 9th-grade students (ex. new student orientations, campus tours, and Link Crew), and 5) ensure that McKinney-Vento, foster youth, English learner, low-income students are enrolled in appropriate academic programs, including credit recovery, A-G classes, AP classes, summer school, tutoring resources, and transferring youth will be awarded credit for all work completed, including partial credits.</p> <p>Field trips to local colleges and universities, including Fullerton College partnership field trips (MAS), CalTech, UCLA, USC, and UCI. FAFSA and college application workshops held throughout the year.</p> <p>Students have access to on-campus dual enrollment courses through Fullerton College. Easy access to counselor appointments and dual enrollment sign-ups via QR code posters displayed in the classrooms.</p> <p>Counselors and teacher case carriers/mentors monitor student progress to keep them on track for graduation.</p> <p>Counselors present college information sessions during student orientation.</p> <p>Counselors review transcripts to determine which students qualify for AB104 (minimum requirements), and AB 216 and 1806 (130 credits). All students complete Thrively's career exploration strength assessment.</p> <p>All students have access to ROP courses and career pathways.</p> <p>All students have access to AIME and the District's annual College and Career Fair.</p> <p>Mentoring and tutoring via UCLA Project Hope.</p>	<p>All</p>	<p>6,000 LCFF</p>
<p>3.4</p>	<p>3.4- Upgrade facilities and address maintenance needs to provide safe and healthy learning environments for all students.</p> <p>Our Slim Gym was located to an outdoor area.</p>	<p>All</p>	<p>2,000 LCFF</p>

	<p>Student Wellness Center added to the counseling center.</p> <p>Our FNL and ASB clubs lead school wide recycling efforts (bottles/cans, cardboard/paper).</p> <p>As one of the District's projects, a fence around the school perimeter is scheduled to be installed.</p>		
3.5	<p>3.5- Staff will provide academic and social-emotional support for foster youth and McKinney-Vento students in order to increase student engagement, academic achievement, and post-secondary readiness. The District will: 1) increase course selection and course access for foster youth and McKinney-Vento students, 2) provide additional instructional materials to foster youth and McKinney-Vento students, 3) continue to support and monitor foster youth task force recommendations, 4) increase outreach services for foster youth and McKinney-Vento students, 5) develop mentoring programs for foster youth and McKinney-Vento students, 6) continue to engage a cross-agency, multi-disciplinary educational team to support the educational success of McKinney-Vento and foster youth students, and 7) provide transportation for McKinney-Vento, and foster youth students.</p> <p>More electives added to the master schedule. Hands-on skill courses include Spyder Lab, Career Connections, and ROP.</p> <p>Students have access to three academic counselors, a social worker, social worker interns, and a health services technician.</p> <p>All students have access to bus passes, District buses, school supplies, food, clothing, and hygiene kits.</p> <p>Our FACES and Community Schools leaders provide family and community resources via our Mercadito and Community Corner.</p> <p>Our Child Welfare and Attendance Liaison, social workers, and staff conduct home visits for chronically truant students.</p> <p>Our EMT plans interventions as needed.</p> <p>Gilbert Lab is available for students who need a modified schedule.</p> <p>After school tutoring and Saturday School.</p> <p>Community partners integrated for additional SEL support.</p>	Foster and McKinney-Vento	<p>5,000 Title I</p> <p>500 LCFF</p>

Annual Review

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

Analysis

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

We are a student-centered campus wherein we focus on SEL strategies, restorative justice, extracurricular activities, and expanded learning opportunities for our students, such as an outdoor gym, field trips, and our Sports Intervention Program. Our focus is relevant: The lowest rankings on a 2025 SEL student activity (n=104), wherein 1 was Strongly Disagree and 10 was Strongly Agree, were: 1) When I'm getting angry in a disagreement, I step away to cool down before it escalates (6.3 out of 10); and, 2) I manage my emotions in a healthy and helpful way (6.5 out of 10). Our support is effective: Of the students who responded to the 2023-24 CHKS, 70% stated it was very much true or pretty much true that there is a teacher or some other adult from the school who listens to them when they have something to say, and 71% stated it was very much true or pretty much true that there is a teacher or some other adult from their school who believes that they will be a success.

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

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.

To strengthen the relationship between students and staff, teachers will serve as case carriers for specific students. Also, we are gathering "street data" via student reflections, interviews, and work samples to help us analyze our goal of community based learning.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Gilbert High School (Continuation) will increase its graduation rate for all students with an emphasis on English learners (plurilingual), homeless, socioeconomically disadvantaged, students with disabilities, and Hispanic/Latino youth by the end of the 2024-2025 academic year. This will be achieved by engaging all students in a curriculum and pedagogy aligned with the current state adopted standards and the AUHSD Career Systems Preparedness Framework (CPSF), ensuring that students are socially aware, civic-minded, and college and career ready. Progress will be measured quarterly through student's grades, graduation checks through the counseling department, student attendance, English learner progress, college/career indicators, and additional student performance metrics in ELA and Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Through a Whole Child approach, all students, **with specific attention to our district's students who are low income, foster youth and EL (plurilingual)**, will be college, career, and life ready by successfully demonstrating 21st Century Skills, Youth Voice and Purpose, and Technical Skills
- Goal 3: Provide and nurture a safe, positive, and inclusive school culture that is responsive to the assets and needs of all students, **with specific attention to our district's students who are low income, foster youth, and EL (plurilingual)**.

Identified Need

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

This goal was developed to support students in meeting their graduation requirements and college/career exploration. One of the strongest sentiments from the feedback from various educational partners was that there is a need to improve the graduation rate for all students while supporting the social emotional needs of each graduate. It was equally important that Gilbert HS students have career exploration opportunities and access to diverse career pathways, hands-on technical training, and industry certifications through the embedded implementation of the Spyder Lab. The following actions reflect this sentiment, as these are the tools that will help students meet graduation requirements and post secondary goals. This goal will be achieved through several targeted actions and metrics, with a focus on engaging students in a curriculum aligned with state standards and the AUHSD Career Systems Preparedness Framework (CPSF). Social-emotional support and attendance initiatives will play a crucial role in this effort. By providing students with comprehensive mental health resources, counseling, and socio-emotional learning programs, the school aims to address the personal challenges that can impact academic performance and attendance. Improved attendance is directly linked to higher graduation rates, as consistent engagement with the school environment fosters better academic outcomes. The attendance rate will be closely monitored to identify and support students. Career Technical Education (CTE) preparedness will engage students in practical, career-oriented learning experiences. By offering courses and programs that provide skills and certifications relevant to various industries, students will see the direct connection between their education and future career opportunities. Professional learning and planning time for teachers will ensure that the curriculum and instructional strategies are effectively implemented. Teachers will receive ongoing professional development aligned with current educational standards and CPSF, equipping them with the tools to deliver high-quality, engaging instruction. This also includes dedicated planning time for teachers to collaborate and refine their teaching practices, which is crucial for addressing the diverse needs of students, particularly English learners, socioeconomically disadvantaged students, students with disabilities, homeless students, and Hispanic/Latino students. Administrative leadership and professional learning are essential for creating a supportive and effective school environment. School leaders at Gilbert HS will engage in professional development to enhance their ability to implement school-wide initiatives, support teachers, and foster a positive school culture. Strong leadership will ensure that all efforts are aligned and that the school's goals are being met. Metrics such as the graduation rate, College Career Indicator, English Learner Progress Indicator, EL reclassification rates, State Seal of Biliteracy, and State Seal of Civic Engagement will be used to measure progress. These metrics provide a comprehensive view of student success and readiness. The suspension rate will be monitored to ensure a supportive and inclusive environment, while attendance rates will track engagement and identify areas for intervention. Special attention will be given to English learners, socioeconomically disadvantaged students, students with disabilities, homeless students, and Hispanic/Latino and White students to ensure equity in educational outcomes. By focusing on these actions and metrics, Gilbert High School aims to create a supportive, engaging, and effective educational environment that increases graduation rates and prepares all students to be socially aware, civic-minded, and college and career ready.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2023-24: Green Level: All students: 80% (+15.9%); Yellow Level: EL: 78.3% (+16.7%), LTEL: 77.9% (+17.3%)	Utilize community schools whole child strategies to support academic progress and match or exceed 2023-24 graduation percentages.
College/Career	2023-24: Orange Level: All students: 6.4% prepared (+2.6%); Red Level: SWD: 2% prepared (-2.3%), Homeless: 4.5% prepared (+1.1%)	Increase college and career readiness for all students by 2%.
English learner progress indicator (ELPI)	2023-24: Red Level: All EL students: 13.9% making progress (-3%), EL: 13.9% making progress (-3%), LTEL: 14.3% making progress (-3.5%)	Utilize EL monitoring/shadowing and increase EL progress by 2%.
EL Reclassification rate	2022-23: 8.1%	Continue to monitor EL students to reach increase to 10%.
State Seal of Biliteracy	2023-24: 3 students	Increase to 5 students.
State Seal of Civic Engagement	2023-24: 20 students	Continue schoolwide civic engagement activities during our shared advisement

		period, and increase number of State Seal awardees by 10 students.
Attendance rate	2023-24: 68.14%	Continue to focus on attendance via phone calls home and home visits to reach an attendance rate of 70%.
Suspension rate	2023-24: Blue Level: All students: 1%, (-2.6%), EL: 0% (-3.1%), LTEL: 0.7% (-3.3%), SWD: 1.2% (-3.6%), Homeless: 0% (-3.7%)	Utilize Restorative Justice and SEL strategies to maintain 1% or lower suspension percentages.
CAASPP ELA results	2023-24: Red Level: All students: 208.4 points below standard (-53.5 points) with 6.98% meeting or exceeding the standard. EL: 225.6 points below standard (-38.1 points) with 1.75% meeting the standard. LTEL: 223.6 points below standard (-35.1 points) with 0% meeting the standard. SWD: 243.4 points below standard (-18.4 points) with 0% meeting the standard.	Make use of teacher mentoring and tutoring services to increase scores by 10 points.
CAASPP Math results	2023-24: Red Level: All students: 277.3 points below standard (-36.4 points) with 0% meeting the standard. EL: 275.3 points below standard (-7 points) with 0% meeting the standard. LTEL: 271.9 points below standard (-7.5 points) with 0% meeting the standard. SWD: 292.1 points below standard (-10.9 points) with 0% meeting the standard.	Make use of teacher mentoring and tutoring services to increase scores by 10 points.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>4.1- Social-emotional support and Attendance: To support the goal of increasing graduation rates and preparing all students to be socially aware, civic-minded, and college and career ready, Gilbert High School will enhance social-emotional support and attendance initiatives. This will involve implementing a comprehensive program to address the mental health and wellbeing of students. Additionally, the school will employ strategies to improve attendance, including personalized outreach to students, mentorship programs, and partnerships with community organizations to remove barriers to regular attendance. These efforts will be aligned with the AUHSD Career Systems Preparedness Framework (CPSF) and current state-adopted standards, ensuring that all students receive the support they need to succeed academically and develop the skills necessary for their future endeavors.</p> <p>A Wellness Center is being developed in the counseling center.</p>	All	115,000 Equity Multiplier Funds

	<p>Use of an SEL curriculum.</p> <p>Groundswell and Neutral Ground restorative justice specialists.</p> <p>Home visits and outreach by our attendance liaison, social workers, and staff.</p> <p>District bus for students to attend Gilbert.</p>		
4.2	<p>4.2- Career Technical Education (CTE) preparedness: Gilbert High School will expand career and technical preparedness initiatives. This will involve integrating a robust curriculum that aligns with the AUHSD Career Systems Preparedness Framework (CPSF) and current state-adopted standards. Gilbert will provide students with access to diverse career pathways, hands-on technical training, and industry certifications through the embedded implementation of the Spyder Lab. The school will offer real-world learning experiences to ensure that students gain the practical skills and knowledge through the expansion of AIME, which provide internships, apprenticeships, and real-world learning experiences necessary for success in both college and their future careers.</p> <p>Spyder Lab, ROP, and dual enrollment courses available on our campus.</p> <p>AIME expansion and increased partnerships.</p> <p>Community Schools partnerships with local businesses and groups.</p> <p>Career Connections class introduces students to a variety of careers/trades.</p>	All	142,793 Equity Multiplier Funds
4.3	<p>4.3- Professional learning and planning time: Gilbert High School will enhance professional learning and planning time for teachers and staff. This will ensure that teachers are equipped with evidence-based strategies and content knowledge aligned with current state-adopted standards and the AUHSD Career Systems Preparedness Framework (CPSF). By providing dedicated time for collaborative planning, professional learning, conference attendance and materials, and continuous learning opportunities, Gilbert HS will foster an environment where teachers can share best practices, innovate pedagogical techniques, and tailor instruction to meet the diverse needs of all students, ultimately contributing to higher graduation rates and improved student engagement and academic outcomes.</p> <p>Resident sub for pull-out time and professional development.</p> <p>Conference attendance and PD materials.</p> <p>Professional reading circles/staff book clubs.</p> <p>Collaboration time after school, on weekends, and during breaks.</p>	All	80,000 Equity Multiplier Funds
4.4	<p>4.4- Administrative leadership and Professional learning: Gilbert High School will invest in</p>	All	20,000 Equity Multiplier Funds

	<p>administrative leadership and professional learning, which may include professional coaching for administrators (Awareness in Motion), conference attendance and materials, which may include Learning Forward, Equity Conference, PBIS, CABE, etc. Targeted professional development, leadership training programs, and opportunities for collaborative learning will empower the school's administrators to utilize strategies that support a positive school culture, and a highly engaging core instructional program that addresses the needs of the whole child.</p> <p>Professional coaching for administrators (Awareness in Motion). Conference attendance for administrators (Learning Forward, Equity Conference, PBIS, etc.).</p>		
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Equity multiplier funds have been allocated for administrator and staff professional development, including conference attendance. Also, to support attendance and graduation rate, we are offering more field trips and academic options, including our Spyder Lab.

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

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.

Our metrics for these goals include increasing graduation and attendance rates, seal of biliteracy and seal of civic engagement recipients, EL/PL reclassification rates, percent of students completing their Capstone showcase, and the number of students participating in AIME. SEL metrics include number of students receiving services from our LCSW and our RJ coordinators, discipline and daily attendance data, number of home visits (with street data during visits), and surveys (District Needs Assessment; Portico Culture, Climate, Belonging Survey; Healthy Kids Survey; LCAP Survey). CTE metrics include number of students participating in AIME, and number enrolled in ROP and Spyder Lab embedded courses. Learning metrics include number of D/F rates and LCAP recommendations (EL, SWD, FY). Curricular metrics include Capstone showcase completers, field trip participants and reflections, graduation data (disaggregated by subgroups), and number of comp site returner graduates.