

**Modesto City Schools**

**SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

**AT Joseph A. Gregori High School**

**50711750121129**  
**CDS Code**

**TITLE 1 Schoolwide**

Schoolsite Council (SSC) Approval Date

May 17, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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## **Section 1 School Mission Statement and Description**

### **School Mission Statement:**

#### **MISSION STATEMENT**

Joseph A. Gregori High School provides a safe, collaborative learning community that engages and supports all students to succeed as lifelong learners.

#### **VISION STATEMENT**

We will be life-long collaborative learners. Our curricula will be rigorous, relevant, engaging, aligned to standards and our Small Learning communities. Our interactions with everyone will be fair, prompt, and consistent.

#### **VALUE STATEMENT**

We will monitor the results of our individual and collective efforts and use evidence of results (formative or summative) to guide our process of continuous improvement. We will hold students accountable for behavior of the highest standards in memory of Joseph A. Gregori.

"I never expect more of you than I do of myself...but I gotta tell ya...I expect a lot of myself."

#### **School wide Learner Outcomes (SLOs)**

The development of our School wide Learner Outcomes began in the fall of 2010 with the development of our initial Expected School wide Learner Results (ESLR's) prior to our initial WASC accreditation process. Our ESLR's at that time were identified as:

- Journey towards graduation and lifelong learning.
- Actively engage in the classroom, school, and community.
- Generate rigorous goals and focus on future endeavors.
- Seek strong relationships through small learning communities.

### **School Description:**

#### **SCHOOL DESCRIPTION**

Joseph A. Gregori High School (JGHS) opened on August 11, 2010, in Modesto, California, a city of 208,100 people. JGHS was named for Joseph A. Gregori, a long-serving teacher and administrator in Modesto City Schools who served as the principal of both Thomas Downey and Fred C. Beyer High Schools in Modesto before his untimely passing in 1998. Joe Gregori introduced the Renaissance program at Thomas Downey High School in the fall of 1990; JGHS has been a Renaissance school since its opening. Student achievement and good attendance are acknowledged through Renaissance recognition programs and activities. JGHS is the seventh comprehensive high school in Modesto City Schools (MCS), which is comprised of a K-8 and a 9-12 district serving a total of approximately 29,000 students. On November 6th, 2001, Stanislaus County voters approved "Measure T", a bond designed to fund much-needed modernization and construction of school facilities to accommodate growth in the Modesto area, including the building of two new comprehensive high school campuses. JGHS was the long-awaited high school in northwest Modesto, primarily serving students who did not attend an MCS school in grades K-8. JGHS serves the community of Salida, population 15,269, at the high school level; 100% of students at Salida Middle School, part of the Salida Union School District, reside in the JGHS boundary area. JGHS also draws students who attended Prescott Junior High School, part of the Stanislaus Union School District.

The Modesto community is within a short drive of the ocean, mountains, and some of the nation's most renowned parks. Day trip options include San Francisco, Sacramento, and Yosemite National Park. Modesto is in the heart of the fertile San Joaquin Valley, and agriculture plays a large role in the area's economy. Dairy products, nuts, fruits, wine grapes, and poultry are some of the top commodities. Located right at the city limits of Modesto, the JGHS campus is surrounded by fields of corn and almond orchards. Light industry, farms, businesses, a Kaiser Permanente hospital, and professional offices comprise the area surrounding the campus. A number of students have parents who commute to the Bay Area for work while appreciating the quality of life in Modesto. The school has a heterogeneous school population similar to the demographics of the area.

JGHS opened with 895 freshmen and sophomores and approximately 40 staff members; the school now has 2,114 students in grades 9-12 and 100 staff members. The school offers a comprehensive selection of academic programs, elective course offerings, athletic teams, and Associated Student Body leadership opportunities. In addition to five site administrators and 86 classroom teachers, there is a full complement of certificated support staff including guidance counselors, a work experience counselor, a college counselor, an English Learner counselor, a librarian, a school psychologist, and a speech therapist. The campus master plan accommodates 2,500 students. The site incorporates 80 acres and contains 277,000 square feet of building space including three two-story academic buildings, a large gymnasium, library media center, cafeteria/multi-use facility, and buildings housing industrial technology and visual and performing arts. The site includes a full complement of sports venues including a much-needed third MCS football stadium; Don Lamphear Stadium hosted its first JGHS football game on August 30th, 2013. The JGHS Mascot is the jaguar, reflecting Joseph A. Gregori's initials; the school colors are blue and gold. The JAGS acronym is also the foundation of the school SLOs.

JGHS is the first MCS high school to incorporate a block schedule. The site operates on a modified "A-B" block format with a single student lunch period. Wednesdays are a traditional schedule with six class periods of 58 minutes; other days incorporate three 121-minute block periods per day. Mondays and Thursdays include periods 1, 3, and 7 and are known as "blue" days; Tuesday and Friday are "gold" days with periods 2, 4, and 6. Students may opt to enroll in a zero or seventh-period class from limited offerings, including band, color guard, driver's education, weight training, and leadership. Programs offered at JGHS include Advanced Placement and Honors courses (AP / Honors); College Preparatory courses (CP); Academic Language Development (ALD) and English Learner services (EL); Special Education including Resource, Parallel SDC, Applied Skills SDC, Therapeutic Learning Class SD, Functional Skills SDC, and Autism (Pura Vida); Career Technical Education Programs (CTE), and Turnaround Opportunity Program School (TOPS).

JGHS is a Small Learning Community (SLC) school; students select from Digital Media and Business, Global Studies, Visual and Performing Arts, or Career Technology upon enrollment. The SLC's purpose is to make a large school more personalized for each student and to give opportunities for them to focus on areas of personal interest. All certificated staff members are assigned to an SLC; the site's master schedule is designed around keeping students in classes and with teachers who are part of their SLC. Teachers create and collaborate regarding SLC-related projects and curricular themes and communicate regarding the needs of the students they have in common. Students may enroll in a variety of music, art, digital media, agriculture, and industrial arts courses within their SLC in addition to core academic programs. Students may participate in a diverse variety of extra and co-curricular activities including sports, academic competitions, clubs, community activities, student government, and fine arts experiences. In the Spring of 2022, Gregori broke ground on a new Wellness Center on campus designed to provide social-emotional support for students. Additionally, Gregori was accepted into the AP Capstone program and held its first course in the Fall of 2022.

JGHS encourages parents to be active participants in their children's education; PowerSchool, the MCS student information system, allows parents to monitor their student's attendance and grades and contact teachers by utilizing the Parent Portal. Opportunities for parent involvement at JGHS include School Site Council (SSC), English Learners Advisory Committee (ELAC); Athletic Boosters, Ag Boosters, Band Boosters, Gregori Parent Club, Site Safety Committee, Renaissance Committee, and Sober Graduation Committee. Parents are encouraged to attend Back-to-School Night early in the school year so they can meet individual teachers and learn about class expectations and grading policies. Open House / 8th Grade Parent Night is an event that occurs during the second semester; each SLC has an area highlighting its unique course offerings, projects, and accomplishments. Informational meetings regarding college acceptance and financial aid and the Advanced Placement program are held at various times during the school year. Each SLC has specific site administrators, clerical staff, and other site personnel assigned to serve the needs of those particular students; parents are able to easily contact the appropriate building office for their child's SLC and have their questions answered and needs met from one location. This "school within a school" concept, unique to Modesto City Schools, allows JGHS to have a more personalized approach for students, parents, staff, and the school community at large.

#### Modesto City High

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. Counseling services are provided by Migrant Education Region 3 contracted staff to eligible high school students, as needed. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

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

☒ Schoolwide Program

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by a properly constituted SSC.

### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Upon review of the needs assessment, the greatest need at Gregori High School is the graduation rate of Students With Disabilities. Resources have been allocated to meet the needs such as, multiple reports for our counseling team to monitor as they are tracking student progress toward graduation. Also, Special Education teachers have been trained in the requirements for graduation and will ensure the IEP is aligned with the student's needs for graduation.

### **Section 3 Educational Partners Involvement**

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

#### **Involvement Process for the 2022-23 SPSA Annual Review and Update**

Joseph A. Gregori High School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Joseph A. Gregori High School's 2022-23 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. School information and data were presented at every SSC meeting throughout the year. Adjustments to the Title 1 budget were reviewed and voted on as needed.

#### **Involvement Process for the 2023-24 SPSA and Update**

Gregori requested and received input from all stakeholders: SSC , ELAC, School Leadership team and site teachers reviewed the evaluation of the 2022-23 SPSA and then discussed how to move forward for the 2023-24 SPSA. Progress towards goals were reviewed and feedback was provided during SSC meetings throughout the year. Information was collected on revisions/changes to the 2023-24 SPSA.

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

**Subject: English Language Arts**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

Based on our PLC rubric data in comparing semester and annual results, there has been a significant increase in PLC effectiveness around collaboration as a result of the implementation of collaboration outcomes focused on supporting all learners, engaging students using language and literacy, and utilizing Board-adopted curriculum. Collaboration outcomes, established norms, identified essential standards drive collaboration utilizing the PLC process.

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

MCS utilizes the Curriculum Instruction Professional Development (CIPD) department to provide the needed PD for site PLC teams. The site has allocated additional Title I funds to support the creation of an AVID Program on campus.

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.

Within the collaboration outcomes, we need to improve on developing common formative assessments and creating interventions for students based on the data from the CFA. The intervention will be targeted for students that have not demonstrated mastery of the essential standards. In order to accomplish this, we have organized digital folders for PLC teams to document their common formative assessments. Additionally, we have assigned administrative support to work with specific PLC teams to better support teachers and the PLC process. Based on multiple teams participating AVID summer institute conferences, an action plan will be rolled-out in order to offer AVID elective classes in the Fall of 2023.

#### **IDENTIFIED NEED (Data Analysis)**

##### **ELA**

Based on Grades we identified that 0-49% of English Learners students are in need of support / intervention in the area of: Writing

To address this the school can:

Utilize one ALD teacher at each level of ALD in order to allow for collaboration across campus as well as creating a PLC team for ALD. The PLC team will share strategies with the school site to support EL writing skills. Site admin will collaborate with the EL department throughout the year.

##### **ELA PD**



Based on PLC input we identified the following area of need in professional development PLC release time

To address this the school can:

provide release time for the English PLC teams. Teams will work to ensure essential standards are agreed upon, and work towards developing common formative assessments (CFA) or common rubrics.

**Additionally we analyzed specific data to indicate the following need(s):**

Extra support needs to be provided to EL students and students with special needs as both groups are below standard on the California Data Dashboard.

**Discuss the areas of strength and need based on data analysis:**

Overall, all students are above the standard in ELA on the California Data Dashboard.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard 15 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual +6.8	Goal +6.8
English Learners (EL)	Actual -95.9	Goal -80.9
Students with Disabilities (SWD)	Actual -129.2	Goal -114.2
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Increase percent of students mastering literacy skills across all content areas.</b>					
<b>Increase percent of students able to discuss and collaborate using complete sentences and academic language across all content areas.</b>					
Schoolwide (SW)	Provide academic interventions to assist students in meeting ELA academic achievement standards	PLC Collaboration CFA data Progress reports and grades	Intervention resource support	Title 1 Supplies and Services	1000
			Intervention hourly pay	Title 1 Certificated	16000
	Provide supplies/materials or other resources to PLC teams to meet intervention strategies developed by the PLC teams.	PLC Collaboration CFA data Progress reports and grades	Hourly Pay - Curr.Rate	Title 1 Professional Development	
	Provide academic tutoring for students in ELA. Provide Academic Saturday school throughout the year to provide academic intervention.	Tutoring Advertising Tutoring Sign-in sheets Progress reports and grades	Supplies and incentives	Title 1 Supplies and Services	1000
			hourly pay	Title 1 Certificated	5000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide ELA teachers with a list of PD offered through the CIPD department as part of the 0.5% PD incentive around high-risk students.	PD Catalog PD Attendance Reports Weekly Update PLC agendas and collaboration			
	Provide release time and any needed resources for department development of CFA, Pacing Calendars, and review of essential standards.	SLT agenda/minutes/notes Site survey Action Plan Performance Matters Benchmarks, Grades, Agenda, PLC Data Discussion	sub cost for release time	Title 1 Professional Development	3500
			supplies	Title 1 Supplies and Services	500
	Provide AVID Summer Institute training for staff member for summer 2024.	Attendee list AVID planning meeting notes AVID reports	Conference costs	Title 1 Professional Development	5000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide Winter, Spring and Summer Intersession to allow students to make-up assignments that will allow them to bring a failing grade to passing, or a D to a C to meet ag requirements.	Progress reports and grades Attendance Sheets Intersession reports			
English Learners (EL)	Provide ELA teachers with a list of PD offered through the CIPD department as part of the 0.5% PD incentive around effective EL strategies.	PD Catalog PD Attendance Reports Weekly Update PLC agendas and collaboration			
	EL Parent Information Night to inform parents about ELPAC testing and requalification criteria	Sign-In Sheet Agenda Parent Survey	parent meetings supplies	Title 1 Parent Involvement	
			Interpretation Services	Title 1 Parent Involvement	500
			Childcare	Title 1 Parent Involvement	700
	Provide additional ALD support classes and add ALD ERWC for Senior EL students.	Master Schedule			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>EL Counselor will hold test chat with each EL student prior to ELPAC testing. EL counselor will work with student, parent, and staff to work at meeting the individual needs of each EL student. One-on-one parent meeting for EL students with D and F at 1st and 3rd qt (EL counselor and admin). Home visits to offer support if the need arises. Additionally, work with ELAC to develop feedback for SSC on school-wide trends.</p>	<p>Call logs EL meeting dates ELAC agenda/minutes Weekly Counseling meeting (EL Update)</p>			
Students with Disabilities (SWD)	<p>Collaboration between Gen Ed and SPED staff around Core Content Essential Standards.</p>	<p>Action Plan Performance Matters Benchmarks, Grades, Agenda, PLC Data Discussion</p>	sub cost	Title 1 Professional Development	
		<p>IEP Meetings Master Schedule</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Increase the number of electives that SDC students are in Gen Ed to meet the goals set by District. Build time in the Master Schedule for Resource teachers to Push-In to Gen Ed classes.				
	Special Ed. PLC team will focus on IEP goals in the development of the PLC Essential Standards. The team will then follow the same guiding documents to work toward meeting the IEP goals.	IEP Meetings PLC agenda/minutes PLC Guiding Documents			
Other Student Groups					

## Section 4 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 2

**Subject: Math**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

Based on our PLC rubric data in comparing semester and annual results, there has been a significant increase in PLC effectiveness around collaboration as a result of the implementation of collaboration outcomes focused on supporting all learners, engaging students using language, literacy and numeracy, and utilizing Board-adopted curriculum. Collaboration outcomes, established norms, identified essential standards drive collaboration utilizing the PLC process.

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

MCS utilizes the Curriculum Instruction Professional Development (CIPD) department to provide the needed PD for site PLC teams. The site has allocated additional Title I funds to support the creation of an AVID Program on campus.

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.

Within the collaboration outcomes, we need to improve on developing common formative assessments and creating interventions for students based on the data from the CFA. The intervention will be targeted for students that have not demonstrated mastery of the essential standards. In order to accomplish this, we have organized digital folders for PLC teams to document their common formative assessments. Additionally, we have assigned administrative support to work with specific PLC teams to better support teachers and the PLC process. Based on multiple teams participating AVID summer institute conferences, an action plan will be rolled-out in order to offer AVID elective classes in the Fall of 2023.

#### **IDENTIFIED NEED (Data Analysis)**

#### **MATH**

Based on Grades we identified that 0-49% of All students are in need of support / intervention in the area of: Problem Solving

To address this the school can:

Identify and work towards essential standards in the area of problem solving to ensure progress and data driven decisions to support students.

#### **MATH PD**



Based on PLC Input we identified the following area of need in professional development PLC Release Time

To address this the school can:

allow PLC teams release time to identify and create common formative assessments in order to get accurate data for all students and plan instructional strategies and supports with identified interventions.

**Additionally we analyzed specific data to indicate the following need(s):**

Extra support needs to be provided to EL students and students with special needs as both groups are below standard in all areas on the California Data Dashboard.

**Discuss the areas of strength and need based on data analysis:**

Overall, all students are below standard in Math on the California Data Dashboard.

**Subject: Math**

**LEA/LCAP:** LCAP Goal 1

**Goal #2** Improve Distance from Standard 17 points or maintain status if above standard

	<b>2021-22 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual -91.9	Goal -74.9
English Learners (EL)	Actual -157.5	Goal -140.5
Students with Disabilities (SWD)	Actual -228.1	Goal -211.1
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Increase the percent of students meeting or exceeding Math content standards.</b>					
<b>Increase the percent of students demonstrating the Standards for Mathematical Practice across all content areas</b>					
Schoolwide (SW)	Provide academic interventions to assist students in meeting Math academic achievement standards	PLC Collaboration CFA data Progress reports and grades	Intervention resource support	Title 1 Supplies and Services	1000
			Intervention hourly pay	Title 1 Certificated	6000
			AVID Tutors	Title 1 Classified	10000
			Supplies	Title 1 Supplies and Services	18244
	Provide release time and any needed resources for department development of CFA, Pacing Calendars, and review of essential standards.	SLT agenda/minutes/notes Site survey Action Plan Performance Matters Benchmarks, Grades, Agenda, PLC Data Discussion	sub cost for release time	Title 1 Professional Development	3500
	Provide Math teachers with a list of PD offered through the CIPD department as part of the 0.5% PD incentive around high-risk students.	PD Catalog PD Attendance Reports Weekly Update PLC agendas and collaboration			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide Winter, Spring and Summer Intersession to allow students to make-up assignments that will allow them to bring a failing grade to passing, or a D to a C to meet ag requirements.	Progress reports and grades Attendance Sheets Intersession reports			
	Provide AVID Summer Institute training for staff member for summer 2024.	Attendee list AVID planning meeting notes AVID reports	Conference Costs	Title 1 Professional Development	5000
English Learners (EL)	Provide Math teachers with a list of PD offered through the CIPD department as part of the 0.5% PD incentive around effective EL strategies.	PD Catalog PD Attendance Reports Weekly Update PLC agendas and collaboration			
		Call logs EL meeting dates ELAC agenda/minutes Weekly Counseling meeting (EL Update)			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	EL Counselor will hold test chat with each EL student prior to ELPP testing. EL counselor will work with student, parent, and staff to work at meeting the individual needs of each EL student. One-on-one parent meeting for EL students with D and F at 1st and 3rd qt (EL counselor and admin). Home visits to offer support if the need arises. Additionally, work with ELAC to develop feedback for SSC on school-wide trends.				
	Provide additional ALD support classes and add ALD ERWC for Senior EL students.	Master Schedule			
Students with Disabilities (SWD)		IEP Meetings PLC agenda/minutes PLC Guiding Documents	Hourly rate - participant	Title 1 Professional Development	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Collaboration between Gen Ed and SPED staff around Core Content Essential Standards.				
	<hr/> Increase the number of electives that SDC students are in Gen Ed to meet the goals set by District. Build time in the Master Schedule for Resource teachers to Push-In to Gen Ed classes.	<hr/> Schedules			
	<hr/> Special Ed. PLC team will focus on IEP goals in the development of the PLC Essential Standards. The team will then follow the same guiding documents to work toward meeting the IEP goals.	<hr/> IEP Meetings PLC agenda/minutes PLC Guiding Documents			
	<hr/> Implement Co-Teaching Model in Math Core Curriculum classes	<hr/> Grades Progress Reports Walkthrough Data			
	<hr/>	<hr/>			
	<hr/>	<hr/>			
Other Student Groups	<hr/>	<hr/>			
	<hr/>	<hr/>			
	<hr/>	<hr/>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

## Section 4 Attendance Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

#### Subject: Attendance

#### SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

During the principal's Weekly Update, the site receives weekly attendance updates to monitor the progress towards our attendance goal. Additionally, office staff monitors chronically absent students to identify potential barriers to address for each individual student. Student Incentives weekly for perfect attendance.

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

COVID continues to be a factor in student illness related absences and the number of students who were on quarantine or out sick throughout the year moderately affected the attendance rates.

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 more closely monitor student attendance, there has been an increased focus on SARTS, SARBS, and Saturday School. Weekly Update communication with staff is provided to update them on weekly attendance data. With the addition of a Student Support Administrator, special education and counseling oversight has been shifted from SLC admin. This has allowed SLC admin the ability to focus more closely on chronic absenteeism and the monitoring of attendance data.

#### **IDENTIFIED NEED (Data Analysis)**

#### **ATTENDANCE**

Based on Chronic Absenteeism we identified that 0-49% of All students are in need of support / intervention in the area of: Engagement

To address this the school can:

run daily reports on students that are absent and compare it with student engagement reports. Students that are identified with not being engaged are supported by a teacher, classified staff member or administrator. SART meetings, SARB meetings, SST's and assessments have been developed to help support students as well as home visits that help re-engage students.

#### **ATTENDANCE PD**



Based on Analysis of attendance data we identified the following area of need in professional development  
Access to specific attendance PD

To address this the school can:  
continue to create a welcoming site and classroom environment. Develop plans with attendance teams to identify and address students needs with attendance issues and work to get students re-engaged.

**Additionally we analyzed specific data to indicate the following need(s):**

Students who are chronically absent receive early intervention through the SST process, SIT meetings and SART.

**Discuss the areas of strength and need based on data analysis:**

Schoolwide there is an overall strong attendance rate. However, there is a need for intensive attendance intervention for some students.

**Subject: Attendance**

**LEA/LCAP:** LCAP Goal 1

**Goal #3** Increase attendance rate to 98%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	<b>2022-23 Final Data</b>	<b>2023-24 Data Goal Increase</b>	<b>2022-23 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual 93.19%	Goal 93.66%	Actual 16.97%	Goal 16.8%
English Learners (EL)	Actual 92.66%	Goal 93.12%	Actual 20.57%	Goal 20.36%
Students with Disabilities (SWD)	Actual 89.51%	Goal 89.96%	Actual 33.33%	Goal 33.00%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.</b>					
Schoolwide (SW)	Student incentives will be utilized to recognize and celebrate student attendance. This will be from students with perfect attendance, to students who have made vast improvements in their attendance.	Chronic Absenteeism report Daily Att Reports Daily Schoology Reports Call logs SST logs Home visit reports MODD dashboard Counseling logs	Student recognition and incentives	Title 1 Supplies and Services	1000
	Increase the number of days Student Assistant Specialist (SAS) from Center for Human Services (CFHS) is on campus to provide Social-Emotional support. Increase from the 1 day provided to all 5 days covered.	SAS referral data CFHS bi-annual data SST meetings Counseling Meetings	4 extra days per week for supplementing SAS coverage	Title 1 Supplies and Services	
	Hold SART and SARB meetings to address individual needs of students that have attendance issues or are on the chronic absence list.	SART/SARB meeting notes Weekly Attendance team meetings Call logs Home Visits Chronic Absent Report			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Increase student engagement by focusing on activities during the first ten and last ten minutes of each period.	Daily Attendance Report Daily Tardy Report			
	Schoolwide commitment to holding students accountable for Tardies	Attendance Report Tardy Report			
English Learners (EL)	Provide attendance incentives for EL students that show improvement in their attendance throughout the year.	Daily Attendance Report	Student recognition and incentives	Title 1 Supplies and Services	500
	Use Parent Ambassador to increase ELAC parent attendance	Sign-in Sheets			
Students with Disabilities (SWD)			Student recognition and incentives	Title 1 Supplies and Services	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	For students who have attendance issues or are on the chronic absent list, IEP goals will be written to address the attendance issue based on the individual needs of each student. Allow Case Managers access to Incentives to help meet the needs of the IEP attendance goals.	IEP notes IEP documentation SART team meeting documentation Attendance reports			
Other Student Groups					

## Section 4 PBIS Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 4

**Subject: PBIS**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

We are using PBIS Rewards where any staff member is able to reward positive behavior seen on campus. There is "You've Been Spotted" cards given to all staff for extra immediate response to positive behavior. Not many teachers using the PBIS Rewards in their classroom and more are using the cards.

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

The normal components of the program are fully up and running with no problems with budgeted expenditures such as store items, gift cards, etc. A transition to 5-Star as the sole PBIS tracking tool will go into full implementation for the 2023-2024 school year.

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 will get more teachers and students using a rewards based system with 5-Star and move away from PBIS Rewards. A transition to 5-Star as the sole PBIS tracking tool will go into full implementation for the 2023-2024 school year. This, in combination with current student data systems, such as MOSIS and PowerSchool, will allow the gathering and analysis of data to track the effectiveness of our strategies/activities related to PBIS.

#### **IDENTIFIED NEED (Data Analysis)**

##### **PBIS**

Based on Suspension we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

collaborate with mental health specialists to learn strategies to help students de-escalate and cope with difficult times, issues and conflict with other students. Additionally, the increase of support for issues with controlled substances.

##### **PBIS PD**

Based on PBIS Data we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:  
collaborate with mental health specialists to learn strategies to help students de-escalate and cope with difficult times, issues and conflict with other students.

**Additionally we analyzed specific data to indicate the following need(s):**

PBIS participation by teachers dropped dramatically and the PBIS team did not meet as often to plan and sustain implementation.

**Discuss the areas of strength and need based on data analysis:**

Gregori is in need of addressing the increase use of drugs and vaping by students on campus.

**Subject: PBIS**

**LEA/LCAP:** LCAP Goal 1

**Goal #4** Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2021 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	<b>2022-23 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual 3.56%	Goal 3.26%
English Learners (EL)	Actual 2.91%	Goal 2.61%
Students with Disabilities (SWD)	Actual 8.23%	Goal 7.93%
Other Student Groups	Actual %	Goal %



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies to reduce the number of discipline incidents and promote PBIS.</b>					
Schoolwide (SW)	<p>Promote/Implement Positive Behavior and Intervention System to improve student behavior and reduce student incidents. Teachers will integrate PBIS strategies into their classes to reinforce positive behavior. Additionally, utilize 5-Star Program to allow for easy tracking of PBIS points. Stock and promote the PBIS student store to allow students to exchange earned PBIS points for PBIS incentive items.</p>	<p>Discipline Reports IC data reports Discipline data PBIS team meetings and notes call logs 5-Star Program Reports</p>	Student Incentives	Title 1 Supplies and Services	2000
	<p>Provide Student Equity workshop/assembly to work on improving student peer-peer interactions. This includes dealing with bullying and other social issues. Contract with an outside agency to provide such as Teen Truth.</p>	<p>Student Survey Student Feedback Discipline data reports Student Incident (looking at disposition data)</p>	Student Workshop/Assembly contract cost	Title 1 Supplies and Services	15000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Support needs of Wellness Center on campus that provide social emotional support for students. Support center with supplemental clerical support to help support students as they arrive and connect student with SAS, collect data, track information needed, etc.	Student/Staff Feedback Student Survey Research data on physical spaces conducive to Social Emotional needs	Supplies and furnishings	Title 1 Supplies and Services	5000
English Learners (EL)	Provide incentives for EL students who lower the amount of campus incidents throughout the year.	PBIS team meetings EL Counselor and Admin meetings	Student Incentives	Title 1 Supplies and Services	500
Students with Disabilities			Student Incentives	Title 1 Supplies and Services	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(SWD)	For students who have discipline issues, IEP goals will be written to address the discipline issue or behavior plan based on the individual needs of each student. Allow Case Managers access to Incentives to help meet the needs of the IEP goals or behavior plan.	IEP notes IEP documentation Discipline reports			
Other Student Groups					

## Section 4 Academic Equity, Opportunity, and Awareness

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 5

#### Subject: Academic Equity, Opportunity, and Awareness

#### SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

Overall, Gregori has been very successful with graduation rates. Gregori has worked hard to put systems in place to support students before they fall behind and support students that need it. The use of ESS, summer school, G230, MVA, Intersessions, as well as zero period have helped support students that need to improve academically or recover credits.

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

The normal components of each program are in process with no problems to budgeted expenditures.

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.

Continue to support the needed intersessions throughout the year as well as increase the 0 period offerings due to the change in bell schedule. Explore opportunities to increase access to information for students in the area of post secondary education and training.

#### **IDENTIFIED NEED (Data Analysis)**

#### **ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS**

Based on Grades we identified that 0-49% of English Learners students are in need of support / intervention in the area of: credit recovery

To address this the school can:

offer more ESS and summer school courses as well as tutoring and ongoing support for all students, specifically EL's, to help decrease the number of students needing credit recovery. Additionally, increase intersession offerings.

#### **ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD**

Based on CIPD Input we identified the following area of need in professional development Access to specific PD

To address this the school can:

Attend and provide equity PD for all teachers and through SLC's and the SLT, develop ways to increase equity awareness and inclusivity across campus.

**Additionally we analyzed specific data to indicate the following need(s):**

Analyze the a-g completion rate and identify students who are close to achieving a-g completion and provide increased support.

**Discuss the areas of strength and need based on data analysis:**

Gregori has historically had a high graduation rate. The increase of Jr/Sr meetings have had a positive effect on the number of identified students who would be "dropouts."

**Subject: Academic equity, Opportunity, and Awareness**

**LEA/LCAP:** LCAP Goal 1

**Goal #5** Develop a comprehensive AVID system that addresses student academic equity and opportunity. Develop and implement schoolwide AVID instructional strategies and provided appropriate PD to staff.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Provide Student Planners to all students to help provide better organization and time management to students to prepare them in keeping a schedule that could benefit them in college or career.	School wide implementation Specific Freshman goals around organization	Student Planner Cost	Title 1 Supplies and Services	5000
	Provide academic interventions to assist students in meeting all academic achievement standards. Provide supplies/materials or other resources to PLC teams to meet intervention strategies developed by the PLC teams. Provide academic tutoring for students. Provide Academic Saturday school throughout the year to provide academic intervention. Provide Winter, Spring and Summer Intersession to allow students to make-up assignments that will allow them to bring a failing grade to passing, or a D to a C to meet ag requirements.	PLC Collaboration Essential Standard Intervention Organizer guiding document CFA Data Tutoring Sign-in sheets Weekly classroom walkthroughs Collaboration agenda/minutes Progress reports and grades Tutoring Advertising Intersession Reports	Hourly Pay	Title 1 Professional Development	13000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide all teachers with a list of PD offered through the CIPD department as part of the 0.5% PD incentive around high-risk students.	PD Catalog PD Attendance Reports Weekly Updates PLC agendas and collaboration			
	Pursue certification to be a Recognized ASCA Model Program (RAMP) school that is committed to delivering comprehensive, data-informed school counseling programs aligned with the ASCA National Model Framework.	Counselor Report from attending ASCA Summer Conference Implementation Plan	Conference Registration and Travel	Title 1 Professional Development	25000
	Provide College Informational Night and College Tours to parents to provide specific college information about enrollment, applications, scholarships, requirements, and other various information.	Advertising posters Counselor Meeting notes Social Media Posts	Interpretation Services College Visit Transportation	Title 1 Parent Involvement Title 1 Supplies and Services	500 4000
English Learners					



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	Provide all teachers with a list of PD offered through the CIPD department as part of the 0.5% PD incentive around effective EL strategies.	PD Catalog PD Attendance Reports Weekly Updates PLC agendas and collaboration			
	EL Counselor will hold test chat with each EL student prior to ELPAC testing. EL counselor will work with student, parent, and staff to work at meeting the individual needs of each EL student. One-on-one parent meeting for EL students with D and F at 1st and 3rd quarter (EL counselor and admin). Home visits to offer support if the need arises. Additionally, work with ELAC to develop feedback for SSC on school-wide trends.	Call logs EL meeting dates ELAC agenda/minutes Weekly Counseling meeting (EL Update)	Parent Meetings supplies	Title 1 Parent Involvement	100
	Provide additional ALD support classes and add ALD ERWC for Senior EL students.	Master schedule			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Special Ed. PLC team will focus on IEP goals in the development of the PLC Essential Standards. The team will then follow the same guiding documents to work toward meeting the IEP goals.	IEP Meetings PLC agenda/minutes PLC Guiding Documents	Hourly Rate and/or sub cost	Title 1 Professional Development	2000
	Increase the number of electives that SDC students are in Gen Ed to meet the goals set by District. Build time in the Master Schedule for Resource teachers to Push-In to Gen Ed classes.	IEP Meetings Master Schedule			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

## Section 4 Graduation Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 6

#### Subject: Graduation Goal

#### SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

Overall, Gregori has been very successful with graduation rates. Gregori has worked hard to put systems in place to support students before they fall behind and support students that need it. The use of ESS, summer school, G230, MVA, Intersessions, as well as zero period have helped support students that need to improve academically or recover credits.

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

The normal components of each program are in process with no problems to budgeted expenditures.

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.

Continue to support the needed intersessions throughout the year as well as increase the 0 period offerings due to the change in bell schedule. Explore opportunities to increase access to information for students in the area of post secondary education and training.

#### **IDENTIFIED NEED (Data Analysis)**

##### **GRADUATION**

Based on A-G Completion we identified that 0-49% of All students are in need of support / intervention in the area of: credit recovery

To address this the school can:

use of ESS, summer school, G230, MVA, Intersessions, as well as 0 and 8th period to address the need.

##### **GRADUATION PD**

Based on CIPD Input we identified the following area of need in professional development Access to specific PD

To address this the school can:

promote 0.5% PD offerings as well as align district and site PD during the 5 teacher PD days. Additionally, offer site Pizza and PD during lunch. During these offerings provide a specific PD on Performance Matters.

**Additionally we analyzed specific data to indicate the following need(s):**

Increased focus on students with one or more Fs and analyze the a-g completion rate and identify students who are close to achieving a-g completion and provide increased support.

**Discuss the areas of strength and need based on data analysis:**

Increase in college awareness and promotion and planning for AVID implementation in 2023-2024

**Subject: Graduation Rate 4 year cohort**

**LEA/LCAP:** LCAP Goal 1

**Goal #6** Increase graduation rate by 1% or maintain green/blue status Fall 2021 CA Dashboard

Graduation Dashboard Data 9-12 Only

	2021-22 Final Data	2021-22 District Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 96.7%	Goal 90.8%	Goal 97.7%
English Learners (EL)	Actual 85.2%	Goal 72%	Goal 86.1%
Students with Disabilities (SWD)	Actual 77.8%	Goal 70%	Goal 78.6%
Other Student Groups	Actual %	Goal %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)					
			Tutoring	Title 1 Certificated	10000
	Provide Student Planners to all students to help provide better organization and time management to students to prepare them in keeping a schedule that could benefit them in college or career.	School wide implementation Specific Freshman goals around organization			
	Provide academic interventions to assist students in meeting all academic achievement standards. Provide supplies/materials or other resources to PLC teams to meet intervention strategies developed by the PLC teams. Provide academic tutoring for students. Provide Academic Saturday school throughout the year to provide academic intervention.	PLC Collaboration Essential Standard Intervention Organizer guiding document CFA Data Tutoring Sign-in sheets Weekly classroom walkthroughs Collaboration agenda/minutes Progress reports and grades Tutoring Advertising			
	Provide all teachers with a list of PD offered through the CIPD department as part of the 0.5% PD incentive around high-risk students.	PD Catalog PD Attendance Reports Friday Updates PLC agendas and collaboration			
		Progress reports and grades Intersession reports			
		Advertising posters Counselor Meeting notes Social Media Posts			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide Winter, Spring and Summer Intercession to allow students to make-up assignments that will allow them to bring a failing grade to passing, or a D to a C to meet ag requirements.				
	Provide College Informational Night to parents. This will provide specific college information about enrollment, applications, scholarships, requirements, and other various information.				
English Learners (EL)	Provide all teachers with a list of PD offered through the CIPD department as part of the 0.5% PD incentive around effective EL strategies.	PD Catalog PD Attendance Reports Friday Updates PLC agendas and collaboration			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>EL Counselor will hold test chat with each EL student prior to ELPP testing. EL counselor will work with student, parent, and staff to work at meeting the individual needs of each EL student. One-on-one parent meeting for EL students with D and F at 1st and 3rd qt (EL counselor and admin). Home visits to offer support if the need arises. Additionally, work with ELAC to develop feedback for SSC on school-wide trends.</p>	<p>Call logs EL meeting dates ELAC agenda/minutes Weekly Counseling meeting (EL Update)</p> <hr/> <p>Master schedule</p> <hr/>			
	<p>Provide additional ALD support classes and add ALD ERWC for Senior EL students.</p>				
Students with Disabilities (SWD)		<p>IEP Meetings PLC agenda/minutes PLC Guiding Documents</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Special Ed. PLC team will focus on IEP goals in the development of the PLC Essential Standards. The team will then follow the same guiding documents to work toward meeting the IEP goals.</p> <hr/> <p>Increase the number of electives that SDC students are in Gen Ed to meet the goals set by District. Build time in the Master Schedule for Resource teachers to Push-In to Gen Ed classes.</p> <hr/>	<p>IEP Meetings</p> <p>Master Schedule</p> <hr/>			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 7

**Subject: Parent Involvement**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

Gregori high school has seen increased parent participation at various events throughout the year such as Back to School Nigh, Title 1 Parent Meeting, 9th Grade Parent Night, 8th Grade Parent Night, and Open House.

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

Though many of major parent night offerings enjoy increased attendance, there are still events that lack attendance from certain demographic such as EL, SWD, and SED. An increased focus on attracting these groups is needed.

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.

Will investigate ways to increase access to parent involvement opportunities through more intimate gatherings and less common excursions, such as morning, evening, and weekend events.

#### **IDENTIFIED NEED (Data Analysis)**

##### **PARENT INVOLVEMENT**

Based on Parent participation, parents' needs include: navigating school

To address this the school can:  
provide informational videos around commonly requested topics

##### **STAFF PD TO SUPPORT PARENT INVOLVEMENT**

Based on Input from Parent Engagement & Outreach we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:  
work with CIPD department to provide staff with proper trainings on the use and implementation of Parent Square.

**Additionally we analyzed specific data to indicate the following need(s):**

Provide parent training or informational videos around requested topics.

**Discuss the areas of strength and need based on data analysis:**

Increased access to parent involvement by offering more options.

**Subject: Parent Engagement**

**LEA/LCAP:** LCAP Goal 3

**Goal #7** Increase parent engagement in parent meetings by increasing attendance by 10%. Additionally, increase the number of parent informational videos by 10%.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Freshman Parent Orientation Meeting Back-to-School Night and Title 1 Parent Meeting Parent College Information Night Open House and 8th Grade Parent Night Junior to Senior Parent Night in May Parent/Student College Visits to increase college awareness	Sign in sheet and photos of event Social Media and Website postings			
			interpretation services	Title 1 Parent Involvement	1000
			supplies and hardware for videos	Title 1 Parent Involvement	1000
			Transportation	Title 1 Supplies and Services	3000
			Teacher Preparation/Presentation Time for Parent Meetings	Title 1 Parent Involvement	1500
	Provide more parent involvement opportunities such as Morning Coffee with the Principal or Evening Desert with the Principal	Sign-in Sheets Parent Surveys			
			Reprographics	Title 1 Parent Involvement	1000
			Postage	Title 1 Parent Involvement	300
Provide parent trainings on various technology apps that parents could use to help partner with them in the education of their students. (i.e. Schoology, PowerSchool, etc.)	Sign in sheets Produced videos of information				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	School Safety Committee	Sign in sheets			
	Provide increased number of parent related surveys to collect data to help involve them in the decision making.	Survey Data			
English Learners (EL)	Trainings for EL parents on the use of programs such as Schoology, PowerSchool and other offered systems.	Sign in sheets Produced videos of information			
Students with Disabilities (SWD)		Sign in sheets Produced videos of information			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Trainings for Special Ed parents on the use of programs such as Schoology, PowerSchool and other offered systems. <hr/>				
	<hr/>	<hr/>	<hr/>		
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	<hr/>	<hr/>	<hr/>		
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Other Student Groups	<hr/>	<hr/>	<hr/>		
	<hr/>	<hr/>	<hr/>		
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## Section 5 Staffing

### Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Bilingual Community Aide to inform and involve parents in school programs in order to enable students to obtain maximum benefit from the school instructional program. Develop and maintain effective relationships and communications to serve as a resource between home and school. Additionally, provide extra support for Spanish speaking parents and help navigate the school system.				Goal 1, 2, 3, 5, 7
	Bilingual Community Aide	Title 1 Positions	58172	
EL Counselor additional day to help support EL students and families. Supplemental to the base counseling allocation.				Goal 1, 2, 3, 5, 6, 7
	0.2 FTE EL Counselor	Title 1 Positions	28708	
Student Assistance Specialist - Increase from 1 day per week to 5 days per week to support students in crisis in through the Wellness Center				Goal 3, 4, 5, 6
	4 Day SAS	Title 1 Supplies and Services	85200	
TC III to support needs of Wellness Center on campus that provide social emotional support for students. Support center with supplemental clerical support to help support students as they arrive and connect student with SAS, collect data, track information needed, meet individual needs of students as they arise, etc.				Goal 3, 4, 5, 6
	TC III Clerical	Title 1 Positions	66534	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	153414	0.00
Title 1 Professional Development	57000	0.00
Title 1 Parent Involvement	6600	0.00
Title 1 Certificated	27000	-10,000.00
Title 1 Classified	10000	0.00
Title 1 Supplies and Services	143944	0.00

## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$397,958
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$397,958
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$407,958.00
Grand total budgeted including carryover from Section 11	\$397,958

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$

Total of State and local programs that the school is including in the schoolwide program: \$

## Section 8 School Site Council Membership

**2023 - 2024**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Jr High and High School**  
**SCHOOL: Joseph A. Gregori High School**

**Committee Composition Requirements:** In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Christine Bakker Term: 2022-24 XParent Community Member	1. Name: Phillip Jaramillo <b>Principal</b>
2. Name: Rachel Loreda Term: 2022-24 XParent Community Member	2. Name: Jennifer Moreno Term: 2022-23 <b>Teacher</b>
3. Name: Erika Mendoza Term: 2022-23 XParent Community Member	3. Name: Glenn Harris Term: 2022-24 <b>Teacher</b>
4. Name: Amay Parmar Term: 2022-23 <b>Student</b>	4. Name: Laura Fay Term: 2022-24 <b>Teacher</b>
5. Name: David Sun Term: 2022-23 <b>Student</b>	5. Name: Mike Cantwell Term: 2022-23 <b>Teacher</b>
6. Name: Crysanna Maciel Term: 2022-24 <b>Student</b>	6. Name: Cary Bartlett Term: 2022-24 <b>Other School Staff</b>

## Section 9 Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Rosalva Ochoa	English Language Advisory Council (ELAC)
Matt Soderlund	Site Leadership Team (SLT)

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

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

This SPSA was adopted by the SSC at a public meeting on: 05/17/2023 04:00 pm

Attested:

Erika Mendoza	SSC Chairperson
Mike Cantwell	SSC Vice Chairperson
David Sun	SSC Secretary