

School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------|-----------------------------------|--|---------------------------|
| Gibson Elementary School | 57727100000000 | 5/11/23 | May 25, 2023 |

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
Additional Targeted Support and Improvement
English Learners, Socio-Economically Disadvantaged, Students with Disabilities.

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 School Wide Plan meets the ESSA requirements through:

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

- strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
- the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
- programs, activities, and courses necessary to provide a well-rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

- a school and family engagement policy
- a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

This ATSI plan meets state and ESSA requirements:

- In partnership with educational partners (including the principal and other school leaders, teachers, students, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. The subgroups include English Language Learners, Hispanics, Students with Disabilities and Students Economically Disadvantaged.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions. Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Gibson's School Site Council (SSC) meets at least 5 times per year and reviews the school's data and the progress made on goals within the School Plan for Student Achievement (SPSA). The SSC participates in the needs assessment process and develops and approves the annual School Plan. Gibson's ELAC (English Learner Advisory Committee) and Site Leadership Team (SLT) meet monthly and review the same information as SSC, and participate in the same processes, but do so through different lenses.

Needs assessments were conducted with multiple educational partner groups at Gibson including ELAC (English Learner Advisory Committee), SSC (School Site Council), and the Site Leadership Team (SLT). Input was provided by students via survey. Additionally, informal assessments occurred on a frequent basis through conversations with administration, parents, staff, and students.

STUDENT INPUT

Student input was gathered through a survey focused on the school climate and safety in April 2023 in which 170 students in grades 3-6 responded. Students provided suggestions including increased supervision during recess and lunch due to feeling less safe at those times/locations than in the classroom. This feedback was primarily about strategies within Goal 2, and mostly focused on social-emotional learning and safety. Additional information from students was gathered through the California Healthy Kids Survey from grade 5.

On March 13, 2023 and April 3, 2023, a team of 8 Gibson staff members from the Site Leadership Team conducted an in-depth review of Gibson students' performance data, specifically academic performance, attendance, and suspension rate. The following areas of need were identified: Social-Emotional Learning and student growth progress, higher suspension rates for hands-on behavior than in previous years, increased fidelity of Positive Behavior Interventions and Supports (PBIS), implementing Restorative Practices as an alternative to suspension, increased percentages of chronic absenteeism, and adequate supervision during recess/lunch time, and the concern that

combination classes should be eliminated especially after the academic and social-emotional disruptions to learning and mental wellbeing during the Covid 19 Pandemic.

Needs assessment meetings were held with English Learner Advisory Committee (ELAC) on January 24, 2023, March 21, 2023, and April 18, 2023. Improving upon social-emotional learning, physical and emotional safety, eliminating combination classes, creating a means to provide Spanish language instruction for those interested either during the school day or as an after school club, and increased afterschool intervention and supports were recommended. The issue that ELAC was most vocal about was the need to eliminate combination classes as they felt their children were not being served, or learning as much when placed in combination classes

A needs assessment was completed with School Site Council (SSC) on March 16, 2023. SSC recommended adding additional visual and performing arts (VAPA) opportunities within the school day, field trips and experiences both on and off of campus related to culture and VAPA. Additionally, the SSC expressed concerns and a desire to eliminate combination classes.

SSC and ELAC reviewed the draft SPSA on May 11, 2023.

Resource Inequities

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

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing. The Gibson staff and community reviewed resource allocations and did not identify any inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 1.2% | 0.79% | 0.28% | 5 | 3 | 1 |
| African American | 2.3% | 1.06% | 1.12% | 10 | 4 | 4 |
| Asian | 2.8% | 2.12% | 3.36% | 12 | 8 | 12 |
| Filipino | 0.5% | 0.26% | 0.56% | 2 | 1 | 2 |
| Hispanic/Latino | 68.1% | 66.14% | 63.59% | 295 | 250 | 227 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 21.3% | 22.22% | 22.69% | 92 | 84 | 81 |
| Multiple/No Response | 2.5% | 6.08% | 6.72% | 11 | 23 | 24 |
| | Total Enrollment | | | 433 | 378 | 357 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 77 | 65 | 76 |
| Grade 1 | 50 | 47 | 41 |
| Grade 2 | 55 | 49 | 43 |
| Grade 3 | 48 | 51 | 48 |
| Grade 4 | 64 | 46 | 49 |
| Grade 5 | 67 | 59 | 47 |
| Grade 6 | 72 | 61 | 53 |
| Total Enrollment | 433 | 378 | 357 |

Conclusions based on this data:

1. Student enrollment has been declining steadily since the 2017-2018 school year.
2. Student enrollment in the multiple ethnicity/no response subgroup has increased, as well as the percentage of students reporting in the African American and Hispanic/Latino ethnicity subgroups.
3. Student enrollment in the white subgroup has increased approximately 1% per year since the 2020-2021 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 87 | 78 | 73 | 20.10% | 20.6% | 20.4% |
| Fluent English Proficient (FEP) | 50 | 34 | 25 | 11.50% | 9.0% | 7.0% |
| Reclassified Fluent English Proficient (RFEP) | 10 | | | 11.5% | | |

Conclusions based on this data:

1. Just as school wide enrollment has declined, so has the number and percentage of English Learners enrolled at Gibson.
2. Percentage of Fluent English Proficient students has decreased by 4.5% since 20-21 from 11.5% to 7.0% in 22-23.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 43 | 49 | | 0 | 47 | | 0 | 47 | | 0.0 | 95.9 | |
| Grade 4 | 58 | 43 | | 0 | 43 | | 0 | 42 | | 0.0 | 100.0 | |
| Grade 5 | 60 | 53 | | 0 | 52 | | 0 | 52 | | 0.0 | 98.1 | |
| Grade 6 | 69 | 57 | | 0 | 53 | | 0 | 53 | | 0.0 | 93.0 | |
| All Grades | 230 | 202 | | 0 | 195 | | 0 | 194 | | 0.0 | 96.5 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2342. | | | 12.77 | | | 2.13 | | | 17.02 | | | 68.09 | |
| Grade 4 | | 2412. | | | 14.29 | | | 16.67 | | | 16.67 | | | 52.38 | |
| Grade 5 | | 2468. | | | 11.54 | | | 21.15 | | | 28.85 | | | 38.46 | |
| Grade 6 | | 2511. | | | 11.32 | | | 30.19 | | | 37.74 | | | 20.75 | |
| All Grades | N/A | N/A | N/A | | 12.37 | | | 18.04 | | | 25.77 | | | 43.81 | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 8.51 | | | 46.81 | | | 44.68 | |
| Grade 4 | | 11.90 | | | 50.00 | | | 38.10 | |
| Grade 5 | | 15.38 | | | 69.23 | | | 15.38 | |
| Grade 6 | | 18.87 | | | 49.06 | | | 32.08 | |
| All Grades | | 13.92 | | | 54.12 | | | 31.96 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 4.26 | | | 31.91 | | | 63.83 | |
| Grade 4 | | 4.76 | | | 52.38 | | | 42.86 | |
| Grade 5 | | 5.77 | | | 65.38 | | | 28.85 | |
| Grade 6 | | 9.43 | | | 58.49 | | | 32.08 | |
| All Grades | | 6.19 | | | 52.58 | | | 41.24 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 6.38 | | | 68.09 | | | 25.53 | |
| Grade 4 | | 16.67 | | | 61.90 | | | 21.43 | |
| Grade 5 | | 9.62 | | | 73.08 | | | 17.31 | |
| Grade 6 | | 22.64 | | | 62.26 | | | 15.09 | |
| All Grades | | 13.92 | | | 66.49 | | | 19.59 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 8.51 | | | 48.94 | | | 42.55 | |
| Grade 4 | | 7.14 | | | 69.05 | | | 23.81 | |
| Grade 5 | | 11.54 | | | 69.23 | | | 19.23 | |
| Grade 6 | | 11.32 | | | 83.02 | | | 5.66 | |
| All Grades | | 9.79 | | | 68.04 | | | 22.16 | |

Conclusions based on this data:

1. Comparison of all grades overall achievement pre-pandemic (2019) scores, to 2022 scores show a decrease of approximately 8% of students who met standards and an approximately 10% increase of students below standard.
2. The largest negative trend has been in the area of reading with a decrease of 5% of students exceeding standard and in writing with a 7% decrease in students exceeding standards.
3. Increased Professional Development (PD) in trauma informed practices and small group reading/writing instruction will support growth in the area of English Language Arts (ELA) and specifically reading and writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 43 | 49 | | 0 | 47 | | 0 | 47 | | 0.0 | 95.9 | |
| Grade 4 | 58 | 43 | | 0 | 42 | | 0 | 42 | | 0.0 | 97.7 | |
| Grade 5 | 60 | 53 | | 0 | 52 | | 0 | 52 | | 0.0 | 98.1 | |
| Grade 6 | 69 | 57 | | 0 | 53 | | 0 | 53 | | 0.0 | 93.0 | |
| All Grades | 230 | 202 | | 0 | 194 | | 0 | 194 | | 0.0 | 96.0 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2363. | | | 6.38 | | | 10.64 | | | 25.53 | | | 57.45 | |
| Grade 4 | | 2421. | | | 9.52 | | | 19.05 | | | 30.95 | | | 40.48 | |
| Grade 5 | | 2448. | | | 3.85 | | | 15.38 | | | 23.08 | | | 57.69 | |
| Grade 6 | | 2506. | | | 7.55 | | | 18.87 | | | 45.28 | | | 28.30 | |
| All Grades | N/A | N/A | N/A | | 6.70 | | | 15.98 | | | 31.44 | | | 45.88 | |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 8.51 | | | 27.66 | | | 63.83 | |
| Grade 4 | | 9.52 | | | 45.24 | | | 45.24 | |
| Grade 5 | | 5.77 | | | 42.31 | | | 51.92 | |
| Grade 6 | | 7.55 | | | 47.17 | | | 45.28 | |
| All Grades | | 7.73 | | | 40.72 | | | 51.55 | |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 6.38 | | | 40.43 | | | 53.19 | |
| Grade 4 | | 14.29 | | | 42.86 | | | 42.86 | |
| Grade 5 | | 7.69 | | | 51.92 | | | 40.38 | |
| Grade 6 | | 7.55 | | | 58.49 | | | 33.96 | |
| All Grades | | 8.76 | | | 48.97 | | | 42.27 | |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 6.38 | | | 57.45 | | | 36.17 | |
| Grade 4 | | 7.14 | | | 57.14 | | | 35.71 | |
| Grade 5 | | 3.85 | | | 48.08 | | | 48.08 | |
| Grade 6 | | 13.21 | | | 66.04 | | | 20.75 | |
| All Grades | | 7.73 | | | 57.22 | | | 35.05 | |

Conclusions based on this data:

1. The overall math achievement of students in all bands except "% below standard" has decreased between 2019 (pre-pandemic) and 2022 by between 1% - 3.5%. The percentage of students below standard increased 4.7%.
2. The biggest deficit is concepts and procedures with 51.55% of students not meeting standards.
3. PD in effective math intervention and acceleration strategies will support math growth overall post pandemic.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|-------|---------------|--------|-------|------------------|--------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 1380.6 | 1403.9 | | 1401.5 | 1418.2 | | 1331.6 | 1370.2 | | 24 | 17 | |
| 1 | 1421.3 | * | | 1459.2 | * | | 1383.0 | * | | 13 | 9 | |
| 2 | 1457.7 | 1465.0 | | 1475.6 | 1482.1 | | 1439.5 | 1447.2 | | 11 | 15 | |
| 3 | * | 1512.4 | | * | 1544.4 | | * | 1479.8 | | 9 | 11 | |
| 4 | 1503.1 | * | | 1503.3 | * | | 1502.5 | * | | 11 | 7 | |
| 5 | * | * | | * | * | | * | * | | 8 | 7 | |
| 6 | 1540.6 | * | | 1561.5 | * | | 1519.2 | * | | 12 | 6 | |
| All Grades | | | | | | | | | | 88 | 72 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 8.33 | 5.88 | | 16.67 | 5.88 | | 33.33 | 70.59 | | 41.67 | 17.65 | | 24 | 17 | |
| 1 | 0.00 | * | | 23.08 | * | | 23.08 | * | | 53.85 | * | | 13 | * | |
| 2 | 0.00 | 6.67 | | 27.27 | 33.33 | | 63.64 | 46.67 | | 9.09 | 13.33 | | 11 | 15 | |
| 3 | * | 18.18 | | * | 54.55 | | * | 27.27 | | * | 0.00 | | * | 11 | |
| 4 | 9.09 | * | | 36.36 | * | | 45.45 | * | | 9.09 | * | | 11 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | 18.18 | * | | 45.45 | * | | 27.27 | * | | 9.09 | * | | 11 | * | |
| All Grades | 5.75 | 12.50 | | 28.74 | 30.56 | | 35.63 | 47.22 | | 29.89 | 9.72 | | 87 | 72 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 12.50 | 5.88 | | 20.83 | 29.41 | | 37.50 | 52.94 | | 29.17 | 11.76 | | 24 | 17 | |
| 1 | 38.46 | * | | 7.69 | * | | 38.46 | * | | 15.38 | * | | 13 | * | |
| 2 | 18.18 | 33.33 | | 36.36 | 26.67 | | 45.45 | 33.33 | | 0.00 | 6.67 | | 11 | 15 | |
| 3 | * | 45.45 | | * | 54.55 | | * | 0.00 | | * | 0.00 | | * | 11 | |
| 4 | 27.27 | * | | 45.45 | * | | 18.18 | * | | 9.09 | * | | 11 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | 45.45 | * | | 45.45 | * | | 9.09 | * | | 0.00 | * | | 11 | * | |
| All Grades | 24.14 | 34.72 | | 31.03 | 36.11 | | 26.44 | 22.22 | | 18.39 | 6.94 | | 87 | 72 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 4.17 | 5.88 | | 75.00 | 70.59 | | 20.83 | 23.53 | | 24 | 17 | |
| 1 | 23.08 | * | | 76.92 | * | | 0.00 | * | | 13 | * | |
| 2 | 9.09 | 26.67 | | 81.82 | 66.67 | | 9.09 | 6.67 | | 11 | 15 | |
| 3 | * | 54.55 | | * | 45.45 | | * | 0.00 | | * | 11 | |
| 4 | 27.27 | * | | 72.73 | * | | 0.00 | * | | 11 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | 27.27 | * | | 63.64 | * | | 9.09 | * | | 11 | * | |
| All Grades | 18.39 | 23.61 | | 67.82 | 65.28 | | 13.79 | 11.11 | | 87 | 72 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 16.67 | 17.65 | | 41.67 | 70.59 | | 41.67 | 11.76 | | 24 | 17 | |
| 1 | 30.77 | * | | 46.15 | * | | 23.08 | * | | 13 | * | |
| 2 | 27.27 | 40.00 | | 72.73 | 60.00 | | 0.00 | 0.00 | | 11 | 15 | |
| 3 | * | 72.73 | | * | 27.27 | | * | 0.00 | | * | 11 | |
| 4 | 54.55 | * | | 36.36 | * | | 9.09 | * | | 11 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | 72.73 | * | | 27.27 | * | | 0.00 | * | | 11 | * | |
| All Grades | 35.63 | 48.61 | | 41.38 | 47.22 | | 22.99 | 4.17 | | 87 | 72 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 0.00 | 5.88 | | 58.33 | 70.59 | | 41.67 | 23.53 | | 24 | 17 | |
| 1 | 0.00 | * | | 15.38 | * | | 84.62 | * | | 13 | * | |
| 2 | 0.00 | 0.00 | | 63.64 | 60.00 | | 36.36 | 40.00 | | 11 | 15 | |
| 3 | * | 0.00 | | * | 36.36 | | * | 63.64 | | * | 11 | |
| 4 | 9.09 | * | | 45.45 | * | | 45.45 | * | | 11 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | 9.09 | * | | 45.45 | * | | 45.45 | * | | 11 | * | |
| All Grades | 3.45 | 4.17 | | 43.68 | 56.94 | | 52.87 | 38.89 | | 87 | 72 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 12.50 | 5.88 | | 16.67 | 29.41 | | 70.83 | 64.71 | | 24 | 17 | |
| 1 | 0.00 | * | | 53.85 | * | | 46.15 | * | | 13 | * | |
| 2 | 0.00 | 0.00 | | 72.73 | 73.33 | | 27.27 | 26.67 | | 11 | 15 | |
| 3 | * | 18.18 | | * | 81.82 | | * | 0.00 | | * | 11 | |
| 4 | 9.09 | * | | 72.73 | * | | 18.18 | * | | 11 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | 0.00 | * | | 81.82 | * | | 18.18 | * | | 11 | * | |
| All Grades | 4.60 | 12.50 | | 54.02 | 55.56 | | 41.38 | 31.94 | | 87 | 72 | |

Conclusions based on this data:

1. Overall language scores show a decrease in students scoring at levels 1 and 2 coupled with a significant increase of students scoring in level 3, +5.8% and level 4, +10.58%.
2. The data shows an overall increase in the % of students moving up levels in all domains, reading, writing, listening, speaking.
3. Strategies for planning and implementing both integrated and designated English Language Development (ELD) have been, and will continue to be, areas of focus for professional development at Gibson and district-wide.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 378 | 74.1 | 20.6 | 1.6 |
| Total Number of Students enrolled in Gibson Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 78 | 20.6 |
| Foster Youth | 6 | 1.6 |
| Homeless | 4 | 1.1 |
| Socioeconomically Disadvantaged | 280 | 74.1 |
| Students with Disabilities | 72 | 19.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 1.1 |
| American Indian | 3 | 0.8 |
| Asian | 8 | 2.1 |
| Filipino | 1 | 0.3 |
| Hispanic | 250 | 66.1 |
| Two or More Races | 23 | 6.1 |
| Pacific Islander | | |
| White | 84 | 22.2 |

Conclusions based on this data:

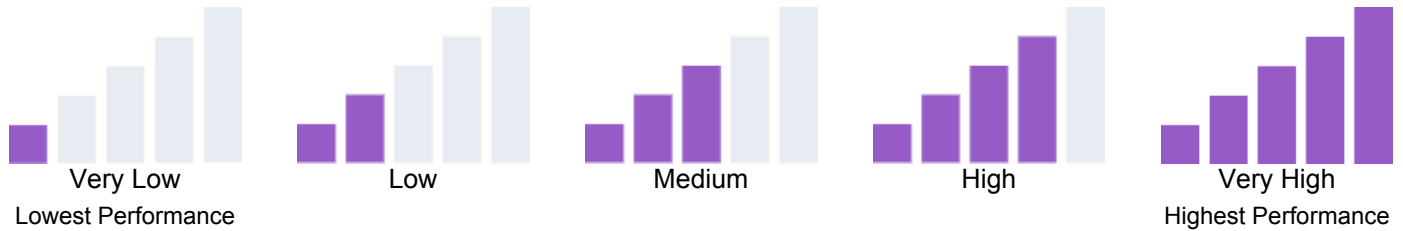
1. A large percentage of Gibson students, 74.1%, are socioeconomically disadvantaged and may need support from the school and community in relation to school supplies and food.
2. Of school's student enrollment, 20.6% are English Learners, with Spanish as the majority primary language.
3. Gibson will continue to focus on best practices for ELD instruction, Positive Behavioral Support and Intervention (PBIS) and relationship building among all educational partners. Professional development in these areas will continue to be a focus for the 23-24 school year.

School and Student Performance Data

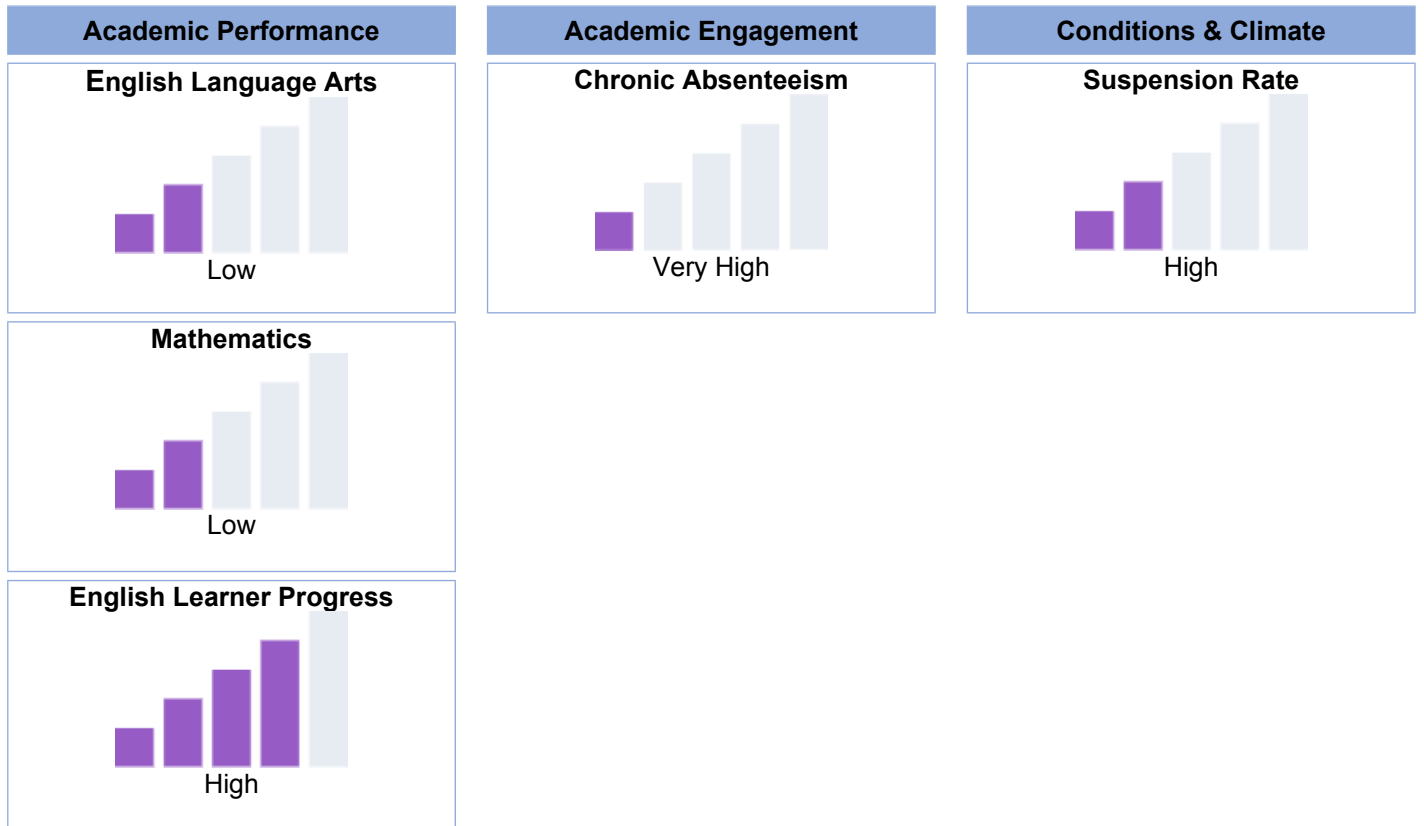
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- Both on site and off-site professional development opportunities focusing on effective practices for first instruction, intervention and acceleration will support English Language Arts and Math.
- Continued practice of Alternative Means of Correction, Restorative Practices, and Positive Behavioral Interventions and Supports (PBIS) must continue to encourage the trend of reducing suspensions and increasing student class time.

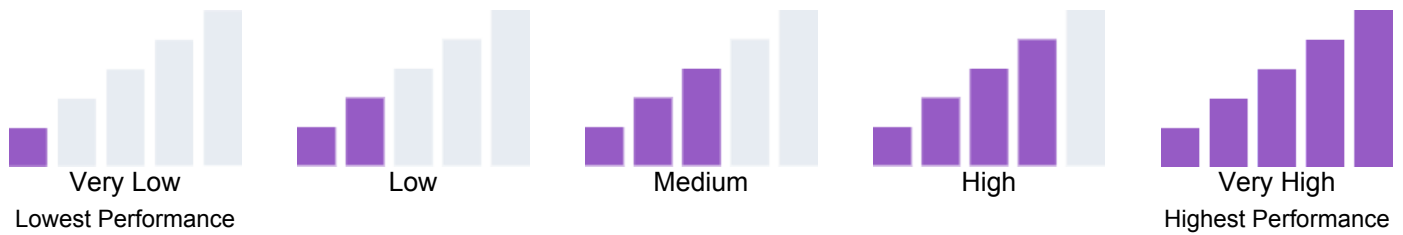
3. Chronic absenteeism is a concern. Based on educational partner feedback, increased parent involvement, more attention to real-world connections between school-based learning and the community, along with project based learning and experiential activities will support increased attendance.

School and Student Performance Data

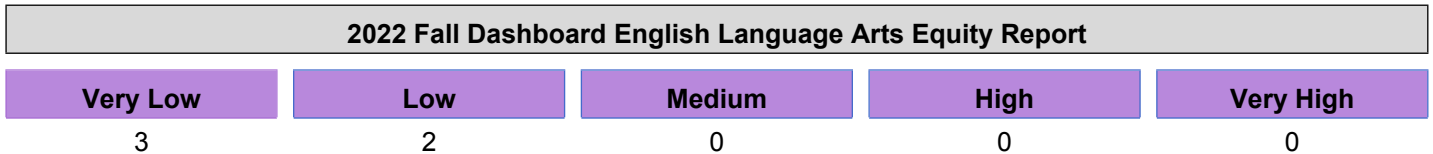
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

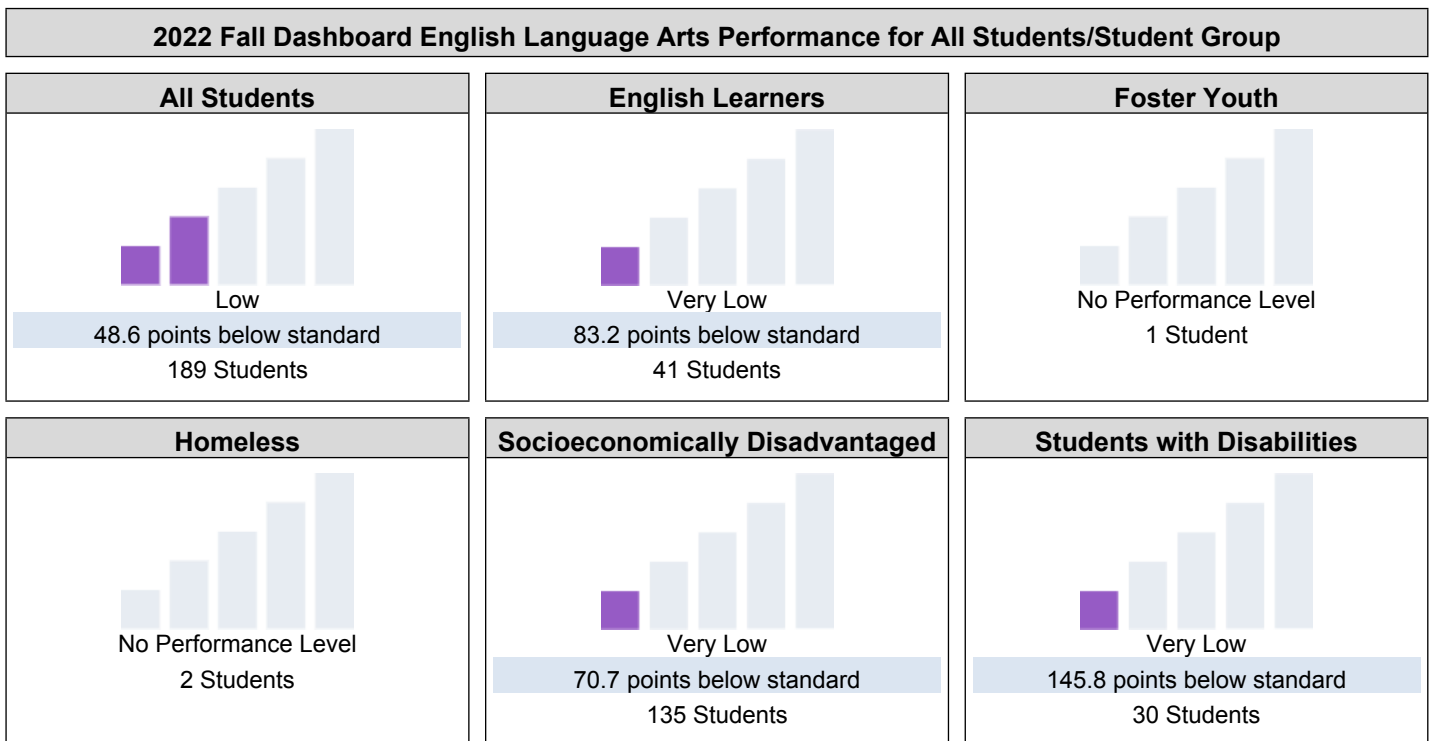
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



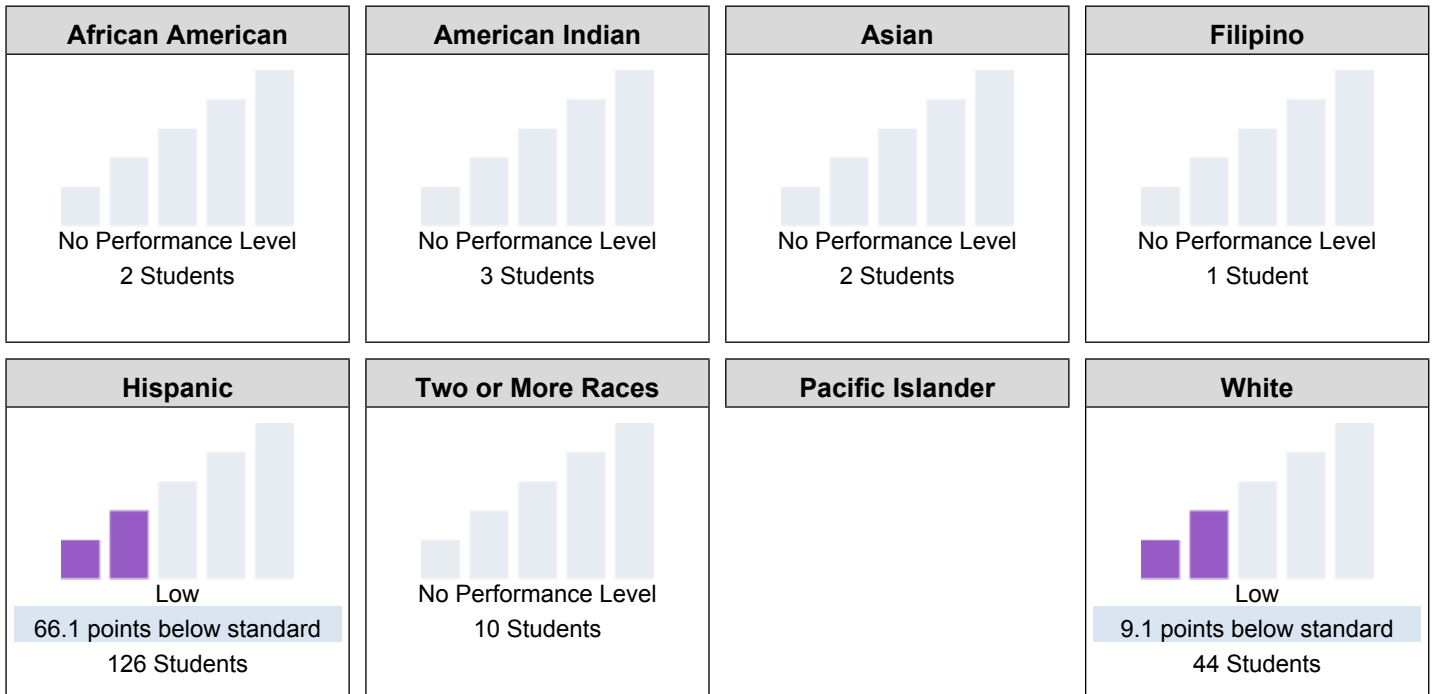
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-----------------------------|-------------------------------|----------------------------|
| 150.8 points below standard | 3.1 points above standard | 40.0 points below standard |
| 23 Students | 18 Students | 137 Students |

Conclusions based on this data:

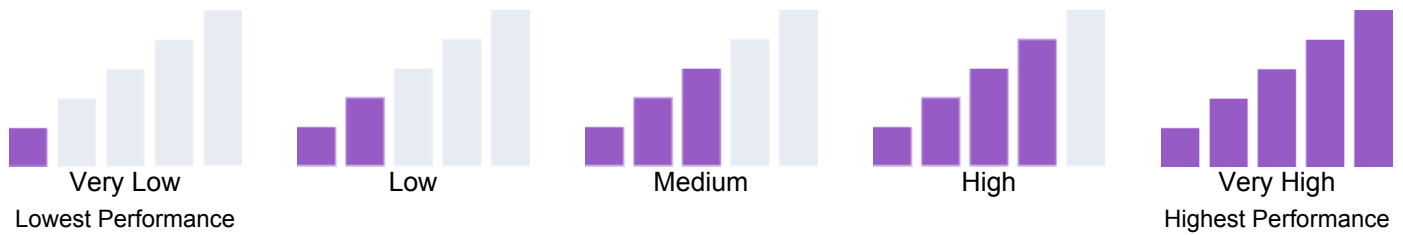
- All significant subgroups showed a decrease in performance levels from the 2019 (pre-pandemic) academic data. All subgroups fall in the Low to Very Low performance levels.
- All students (48.6 points below standard), English Learners (83.2 points below standard), Socioeconomically Disadvantaged (70.7 points below standard) and Students with Disabilities (145.8 points below standard) are below, or significantly below, grade level.
- Through professional development opportunities focused on ELD strategies, Universal Design for Learning (UDL) and the use of Professional Learning Communities (PLC's) Gibson will focus on best first instruction, intervention/acceleration measures, collaboration and accountability. Additionally, increased planning and implementation of PBIS and restorative practices will be adhered to in order to increase student engagement and decrease off task behaviors.

School and Student Performance Data

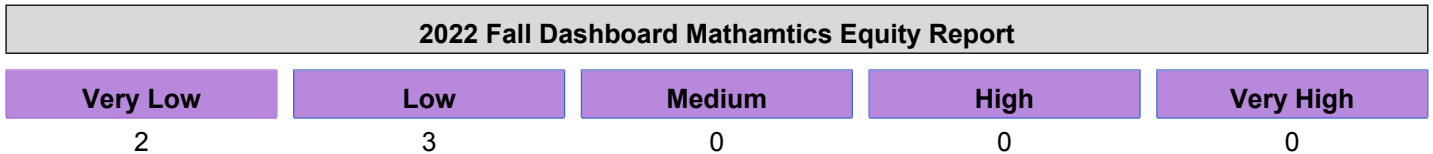
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

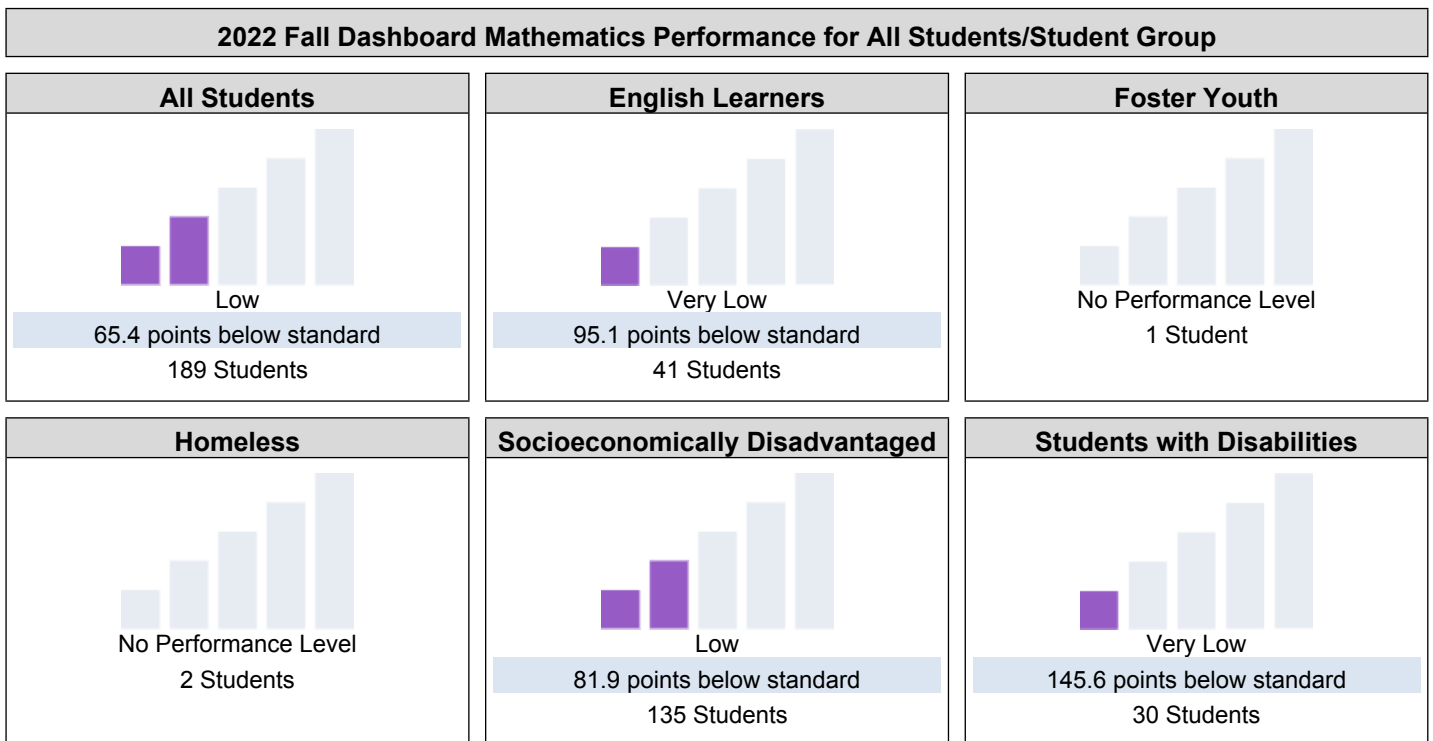
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



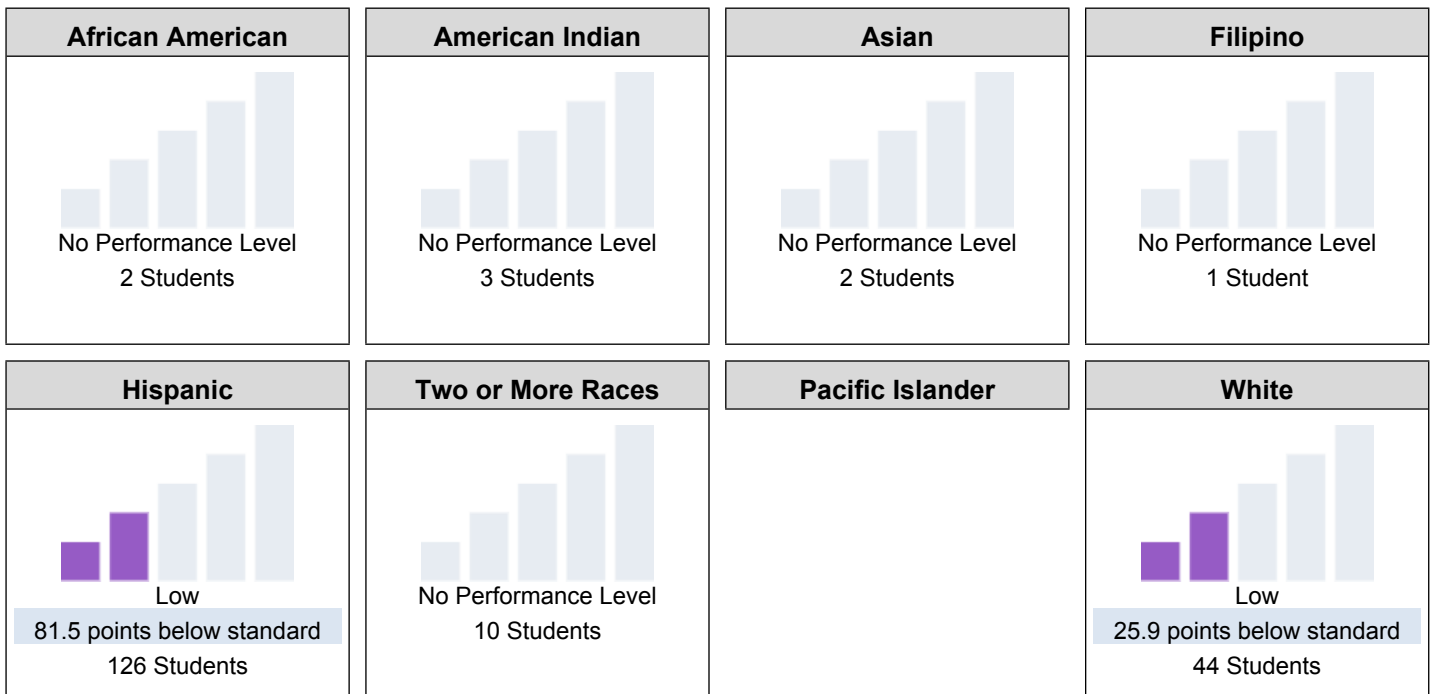
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 144.0 points below standard 23 Students | 32.5 points below standard 18 Students | 59.3 points below standard 137 Students |

Conclusions based on this data:

1. All significant subgroups showed a decrease in performance levels from the 2019 (pre-pandemic) academic data. All subgroups fall in the Low to Very Low performance levels.
2. All students (48.6 points below standard), English Learners (83.2 points below standard), Socioeconomically Disadvantaged (70.7 points below standard) and Students with Disabilities (145.8 points below standard) are below, or significantly below, grade level.
3. Through professional development opportunities focused on ELD strategies, UDL and the use of PLC's Gibson will focus on teacher practice and development, intervention/acceleration measures, collaboration and accountability. Additionally, increased planning and implementation of PBIS and restorative practices will be adhered to in order to increase student engagement and decrease off task behaviors.

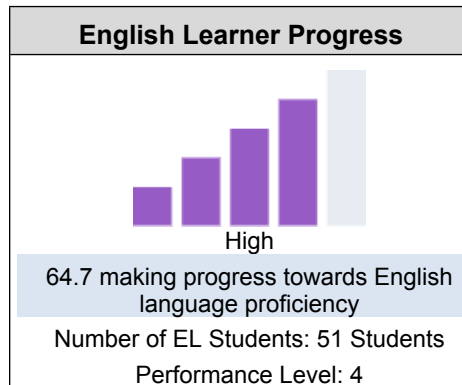
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 11.8% | 23.5% | 0.0% | 64.7% |

Conclusions based on this data:

- 64.7% of English Learners are making progress toward English language proficiency.
- Support and professional training on best practices for integrated and designated ELD instruction will continue at Gibson as well as ongoing training on and implementation of the English Learner Roadmap (EL Roadmap) and English Language Arts/English Language Development (ELA/ELD) framework.
- Gibson school needs to review further data to explore why 11.8% of students are regressing on their language acquisition development.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

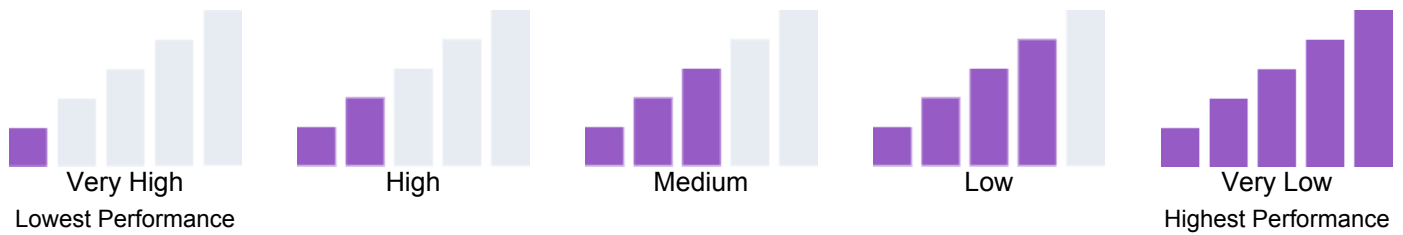
- 1.

School and Student Performance Data

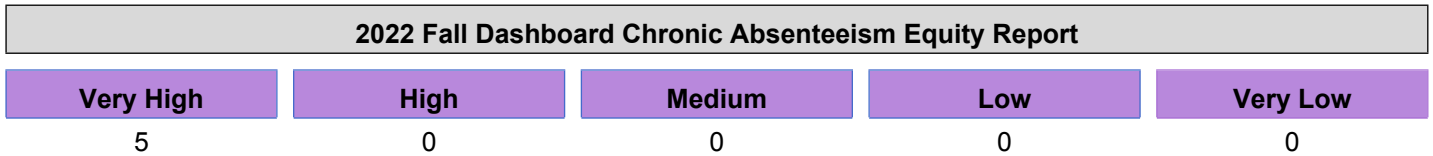
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

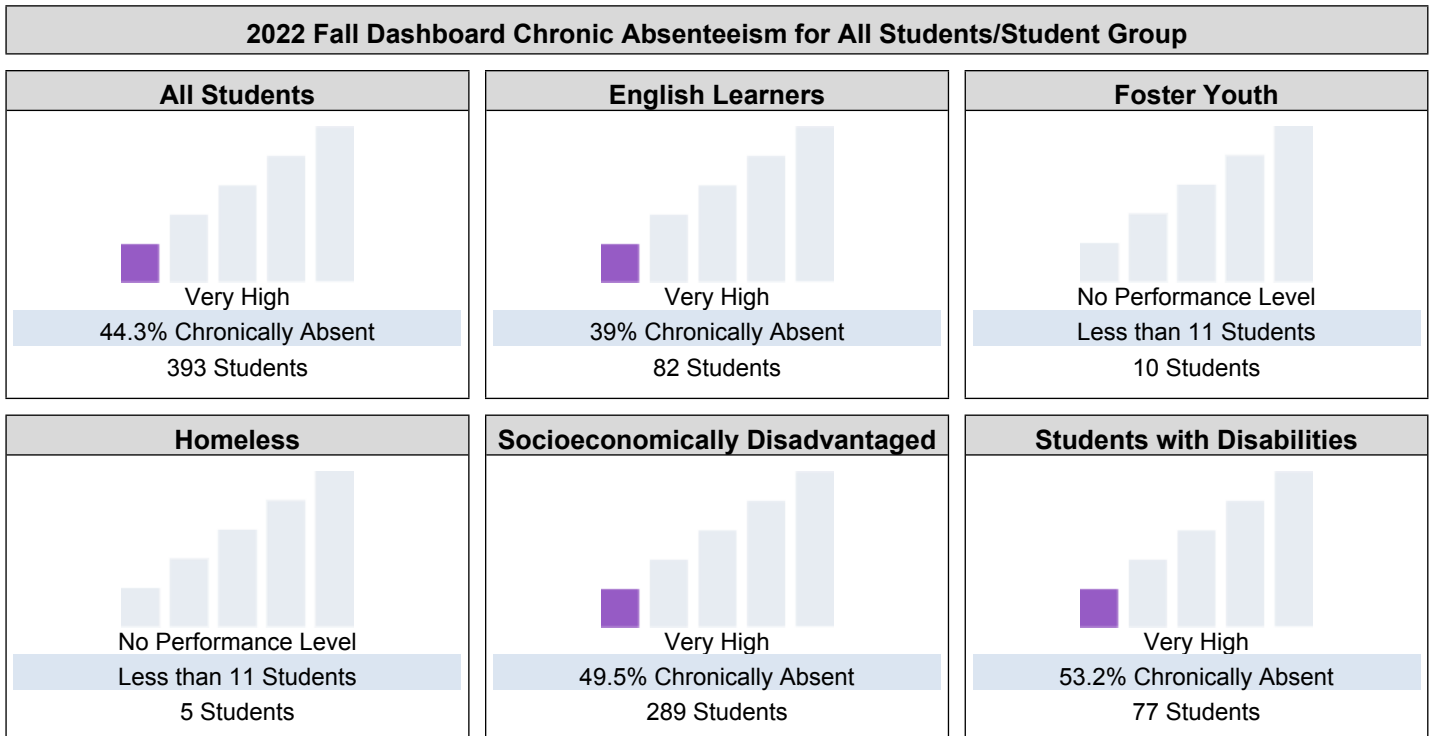
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



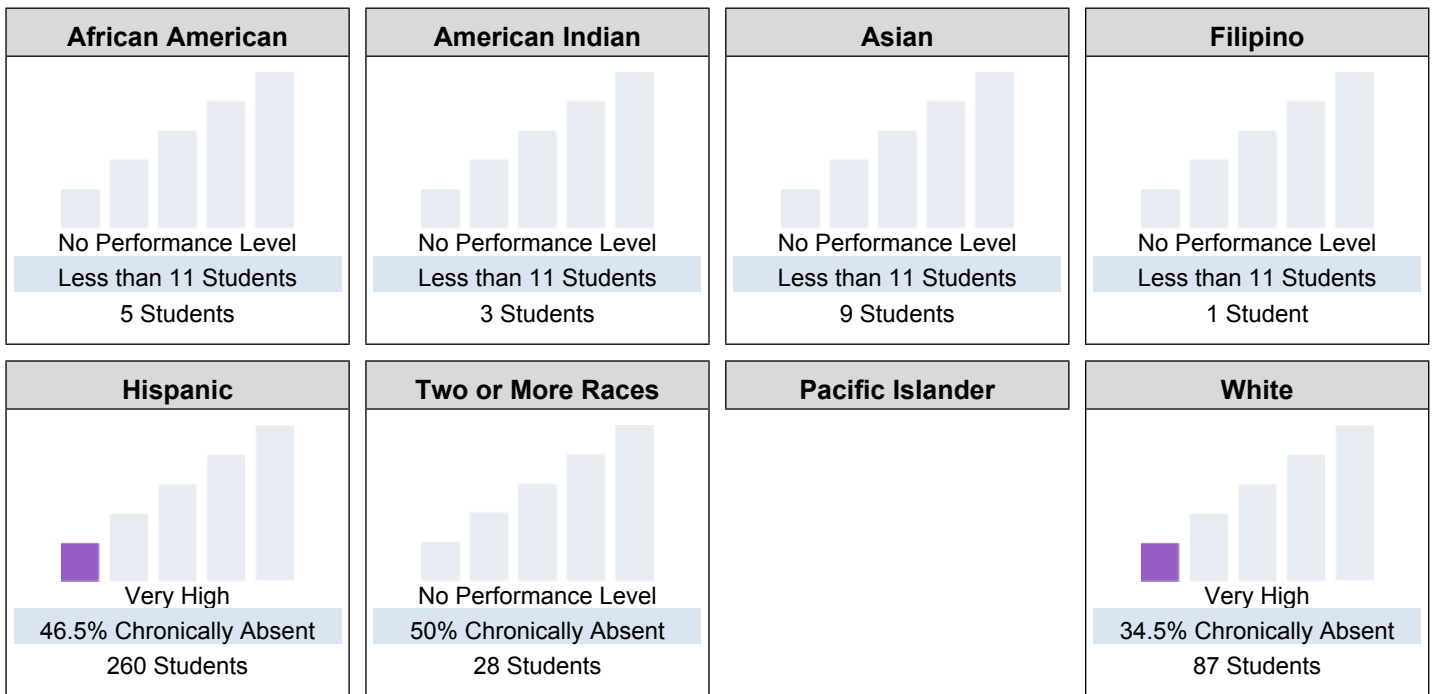
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

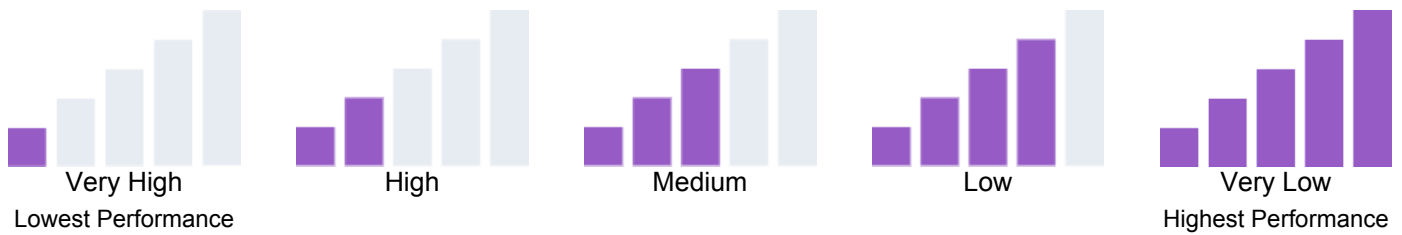
1. Chronic absenteeism is in the Very High range for all students and all subgroups at Gibson Elementary.
2. Student agency (voice & choice), making real-world connections, increasing project based learning and culturally responsive teaching is needed to support student engagement and decrease chronic absenteeism.
3. Social-emotional learning and opportunities to make connections at school with peers and educators needs to be fostered through school-wide PBIS and Second Step lessons.

School and Student Performance Data

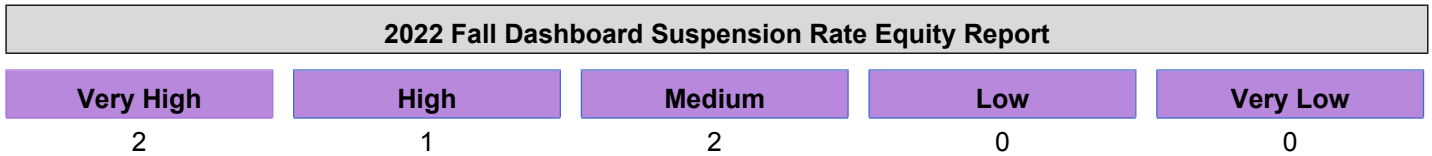
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

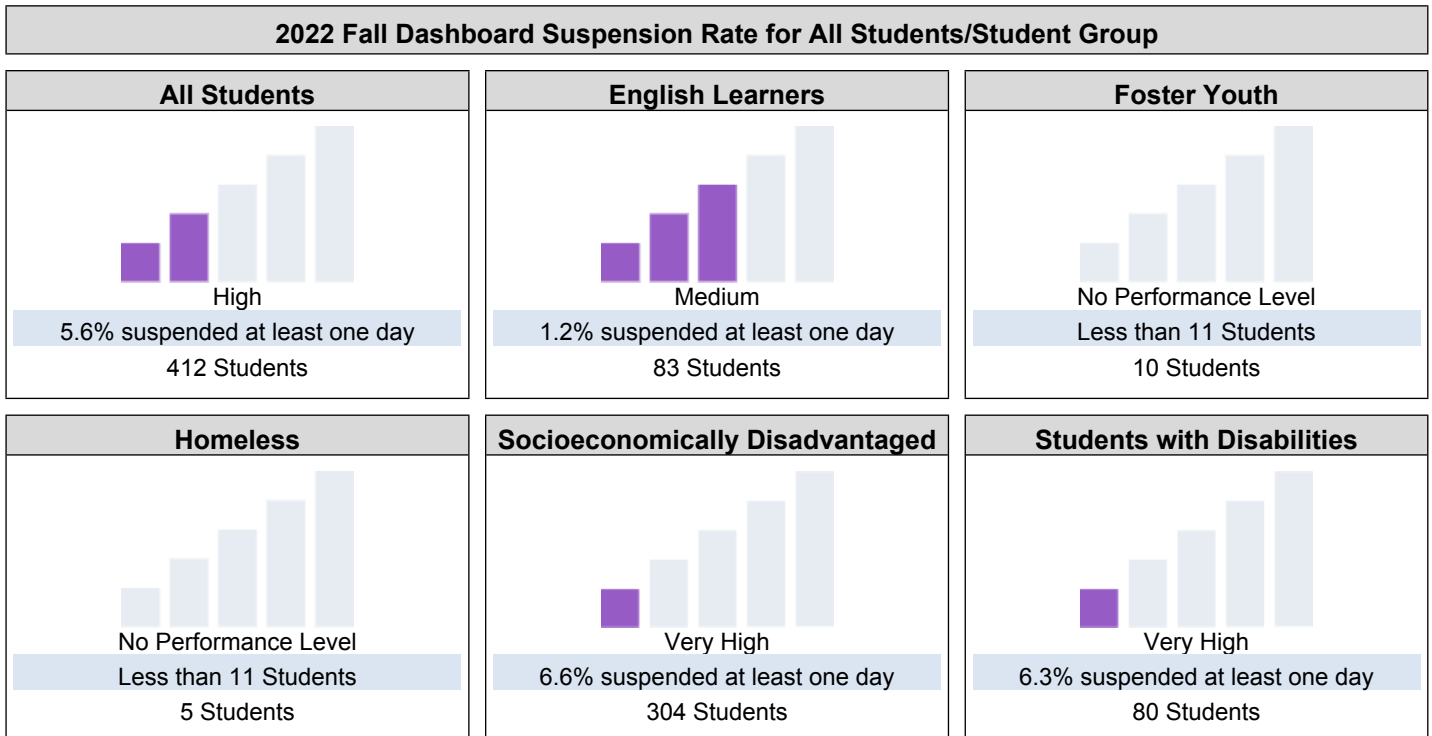
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



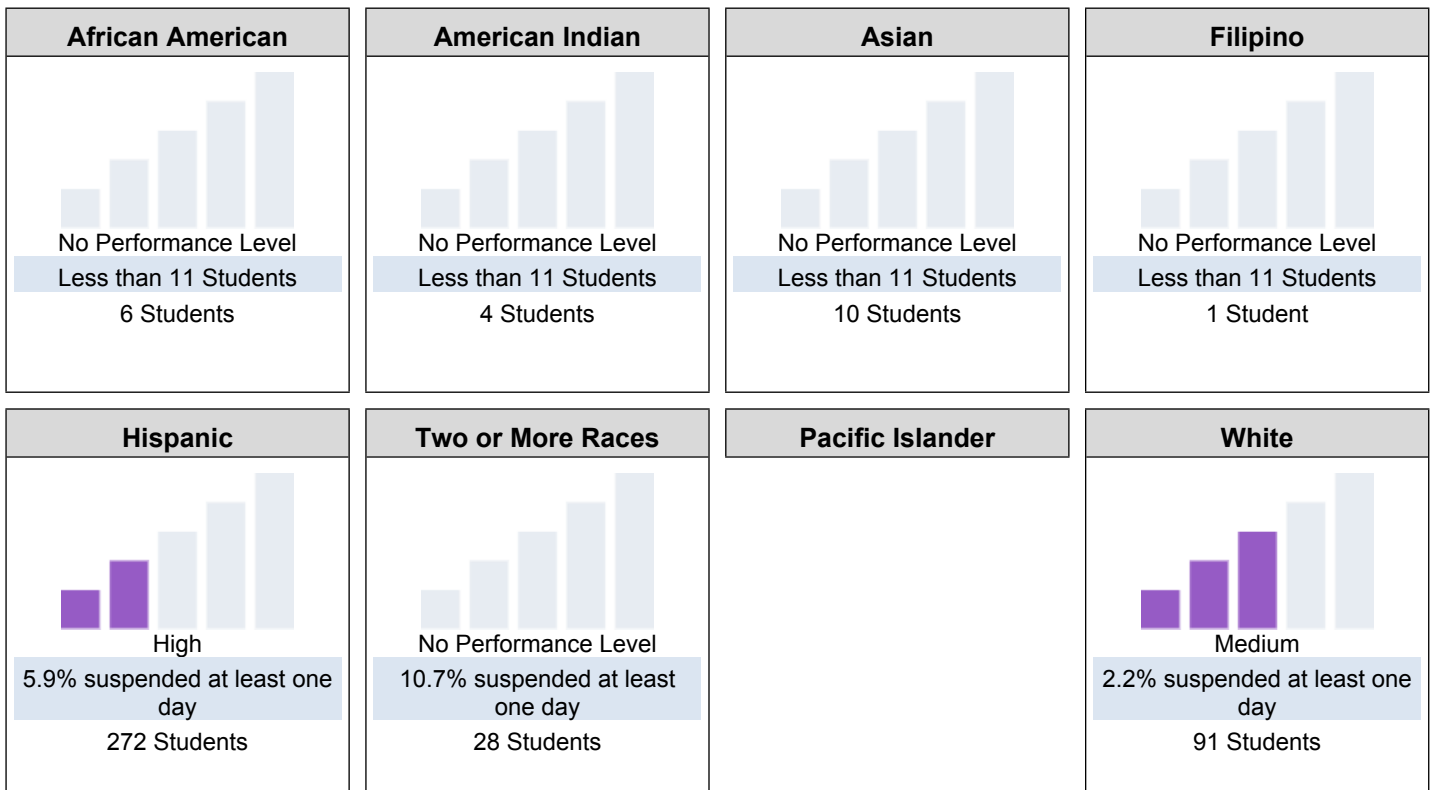
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The data illustrates that we need to focus on reducing Gibson's suspension rate for all students across all subgroups.
2. Positive Behavioral Interventions and Supports (PBIS) expectations for students, teaching practices, restorative practices, and alternative means of correction need to be implemented with fidelity school-wide.
3. Gibson needs to improve student connectedness to school and build strong relationships peer-to-peer and staff-to-student. This can be accomplished through PBIS and the use of social-emotional curriculum such as Second Step.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

After an analysis of our schools' Dashboard data during the needs assessment process, and through discussion with multiple partners, it became evident that students at Gibson need access to additional culturally relevant, intellectually rich opportunities within and outside of the school day.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Number of students who participate in VAPA (Visual and Performing Arts). | A variety of visual and performing arts field trips and activities took place at all grade levels during the 22-23 school year. All 4th graders participated in Strings (Violin) class during the 22-23 school year. Seven 5th graders, and nine 6th graders participated in Strings class in 22-23. Band is not offered to 4th graders, 30 5th - 6th grade students enrolled in Band for the 22-23 school year. | All 4-6 graders will have the opportunity to participate in instrumental band or strings. The number of students participating in Strings or Band will increase 5%. All students TK-6th will have the opportunity to participate in at least one visual or performing arts activity/lesson a month during the school year. All students will be provided the opportunity to participate in or view the talent show/annual student performance. |
| Student access to college and career information. | There is currently no emphasis on College and Career Readiness at Gibson. No current activities/events, showcases, or Career Days were practiced at the site in the 22-23 school year. | All students will be provided the opportunity to explore college and career opportunities beyond the TK-12 education system through a variety of age appropriate activities, such as in person career and college showcases, virtual activities and field trips. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide access and opportunities for students, TK-6, to receive VAPA educational experiences within the school day and beyond.

VAPA Field Trips and Learning Experiences (transportation and entrance fees)
Materials and supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

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.

Gibson was able to provide hands-on opportunities for students to participate in visual arts opportunities for all students within their classrooms as lessons, and instrumental music to grades 4-6 as planned. A variety of VAPA field trips took place this year, including trips to the Woodland Opera House, Mondavi Center and Gibson House with Yolo Arts.

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

Gibson was very solvent during the 22-23 school year due to carry over enrichment and Title I funds. All classes participated in VAPA field trips or opportunities in the classroom. Allocations for the 23-24 school year are anticipated to be greatly reduced.

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.

Based on feedback from 22-23 educational partners, Gibson will continue to work toward providing additional VAPA experiences and activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

Improve instruction and student achievement for all students, with an emphasis on English learners and students with disabilities, while continuing to focus on student connectedness, safety, multi-tiered systems of support (MTSS), and parent and community involvement.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Performance level on ELA (English Language Arts) and Math Academic Indicator. | Low in ELA and Math | Gibson students will show at least a 5 point increase, and decrease the distance from the standard in ELA and Math. |
| Performance level on English Learner Progress Indicator (ELPI) | ELPI is High 36.9% of English Learners (EL's) progressed at least one ELPI level, showing movement toward English language proficiency. | The percentage of Gibson EL's progressing by at least one ELPI level will increase by 10%, with a total of 47% making progress towards English language proficiency. |
| Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts. | Of the students who took the SBAC in 2022, 30.41% either met or exceeded the standard in ELA. | Gibson will increase the percentage of students meeting or exceeding the standard in English-Language Arts (ELA) by 3%. |
| Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math. | Of the students who took the SBAC in 2022, 22.68% either met or exceeded the standard in Math. | Gibson will increase the percentage of students meeting or exceeding the standard in Mathematics by 5%. |
| Percentage and number of students who are chronically absent | Chronic Absenteeism is Very High at 44.3% overall. | Gibson will reduce the percentage of total chronic absenteeism to 35%. Our focus will be to decrease absenteeism for all subgroups |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| | | <p>by providing more youth leadership opportunities such as; conflict managers, lunch helpers, cross grade level tutors. We will continue and strengthen our Youth Advisory Council by providing regular peer led activities school-wide.</p> |
| <p>Student sense of safety and school connectedness</p> | <p>In 22-23: 17 out of 50 fifth graders took the CA Healthy Kids Survey (CHKS) for a participation rate of 34%. Of those who responded, 81% felt connected to school all or most of the time, 75% felt proud to belong to Gibson Elementary all or most of the time, and 94% felt safe at school all or most of the time.</p> <p>Baseline from 20-21: Just 35 of 60 fifth graders took the survey (58% participation). 71% felt connected to school, while 78% felt pride in their school and 69% felt safe at school most or all of the time.</p> <p>In 22-23 an additional survey was developed by Gibson's Youth Advisory Council seeking input on school safety. 107 (54%) students in grades 3-6 provided input. 40.2% of respondents stated they felt very safe at school, 54.2% said they sometimes felt safe and sometimes felt unsafe, while 5.6% did not feel safe at Gibson. Students were also asked where they felt MOST safe. 46.7% stated in their classrooms, and 21.5% said in the library. 28% felt LEAST safe on the school field and 29% felt the LEAST safe in the restrooms. Additionally, 74.8% felt stated that they had an adult on campus that they felt safe.</p> | <p>Gibson will increase student participation in the CHKS to 50% and the three key indicators by 5% each.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| | <p>talking to, while 25.2 stated that they did not have an adult on campus that they felt safe talking to.</p> <p>There is no Baseline data for this survey as 22-23 was the first year the survey was implemented.</p> | |
| Suspension rate | <p>The Dashboard shows a high suspension rate of 5.6% In the 21-22 school year DataQuest report from the CA Department of Education an overall indicator of High suspension rate for Gibson Elementary with 6.6% of low Socio-Economic Status (SES) students and 6.3% of students with disabilities having suspension rates in the Very High range indicator.</p> <p>Baseline from 19-20: 14 (2.8%) students were suspended according to the 2019 Fall Dashboard data.</p> | <p>Gibson will focus on decreasing suspensions to 4.0% for all student groups through increased fidelity and implementation of our schoolwide Positive Behavioral Interventions and Supports (PBIS) and introducing Restorative Practices as an alternative to suspension. Additionally, Gibson will provide more youth leadership activities and opportunities for all grade levels.</p> |
| Parent/family satisfaction on Healthy Kids Survey, on key indicators | <p>No data available due to lack of participation in 20-21 Baseline: No data available.</p> | <p>Gibson will strive to have 30% of student's parents complete the parent/family satisfaction, with 65% of those families rating Gibson "high" on key indicators.</p> |
| Percentage of students who reach growth targets on iReady in Reading and Math (elementary only) | <p>Mid-year Growth Targets according to iReady in Spring of 2023: Reading: 33% of students met their typical growth target, up by 5% points from 21-22. 8% of students grew one placement level or more. Math: 19% of students met their typical growth target, down by 2% points from 21-22. 13% of students grew one or more placement level or more.</p> | <p>We will increase the percentage of students meeting their growth targets by 5% in both academic areas of ELA and Math by the mid-year diagnostic.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| | | |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Gibson will improve instruction and student achievement for all students, with an emphasis on English learners and students with disabilities, while continuing to focus on student connectedness, safety, multi-tiered systems of support (MTSS), and parent and community involvement.

Strategy/Activity

Gibson will improve instruction and student achievement for all students, with an emphasis on English learners and students with disabilities, while continuing to focus on student connectedness, safety, and parent and community involvement.

Improving Instruction and Student Achievement

- Materials and Supplies to support instruction, differentiation, intervention, enrichment, and professional development (includes copy machine leases, clicks, paper, student planners, library and classroom texts)
- Professional development for staff - conferences, trainings, books, webinars for staff (Computer Using Educators (CUE), TK/Kinder Conference, ACSA Leadership Summit, Guided Reading, Differentiation, Math coaching, etc.)
- Instructional technology to support classroom instruction (examples include: Boom Cards, Brainpop, BoardMaker Plus)
- Sub/release time for teachers and Extra Duty - Intervention/Tutoring, Professional Learning Communities, collaboration, Academic Conferences, data analysis, assessment, including the development of rubrics to effectively gauge implementation progress outputs.
- Educational extension activities, field trips, and on site learning experiences - may include transportation and tickets
- Field trips and Learning Experiences aligned to state standards (CA Weekly Walkthrough History)

PBIS/Safety/Student Connectedness

- Materials and Supplies to support continued PBIS implementation (badges, lanyards, reward prizes)
- Printing costs and postage to support PBIS - ODRs, positive postcards, banners with expectations (translated into Spanish), awards related to character and PBIS expectations (MascotJunction)
- Technology (SWIS, PBISRewards)
- Structured Recess Opportunities supporting sportsmanship, student safety, and choice (Let's Get Moovin')
- Professional development for staff related to PBIS and SEL, restorative practices, trauma-informed education, inclusivity, etc. - conferences, training, books, webinars for staff
- Sub/release time for teachers - common planning time to support PBIS
- Counseling and intervention books used in conjunction with other means of correction (example: Harry Gator - Hands to Self; Decibella; How Dinosaurs Stay Safe at School)
- Counseling curriculum and implementation/training (SEL)
- Attendance incentives and monthly attendance campaigns

Before, Recess, and After school supervision to increase student safety
Assemblies and Learning Experiences (A Touch of Understanding, Ability Awareness)

Community Engagement

- -----
Family and Student events (Family nights, assemblies, sensory day, autism awareness week)
Communication technology subscriptions
Printing and Postage to support communication

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 37,750 | Supplemental/Concentration |
| 26,747 | Title I Part A: Basic Grants Low-Income and Neglected |

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.

Post pandemic Gibson has worked to increase the fidelity with which our Positive Behavior Intervention and Supports (PBIS) operates. For the 22-23 school year, staff sought to increase and strengthen our PBIS team by including our behaviorist, a district special education administrator and our Expanding minds site supervisor as team members. We have continued to receive Tier 1 and Tier 2 training from the Yolo County Office of Education and now schedule monthly PBIS Team meetings to support PBIS fidelity and review data. We reviewed our PBIS matrices and come up with strategies to increase fidelity post pandemic. We are still training and refining our practices to meet the needs of the students in Tiers 2 and 3 (not accessing their education due to disruptive behaviors for self/others).

Instructional technology and materials and supplies were all utilized in 22-23 in an effort to improve instruction and boost student achievement and engagement. In-person intervention was implemented after school in collaboration with our Expanding Minds after school program. Intervention during the school day was not feasible due to staffing. Three teachers showed interest and facilitated small group intervention once in the fall and once in the spring.

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

Strategies for access to VAPA activities were carried out as intended. PBIS implementation needed to be revitalized and strengthened to pre-pandemic levels. Bringing back pre-pandemic processes and activities was difficult due to changing staff, lack of substitutes and parent volunteers.

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.

PBIS will be coupled with Restorative Practices to decrease negative behavior and increase attendance. Awards assemblies, Family Nights, Youth Advisory Council and other youth leadership opportunities will be strengthened in order to increase youth and family engagement and involvement. Intervention for struggling students both during and after the instructional day, and implementation of Second Step lessons on a regular basis will be the focus areas to increase academic success, social emotional well-being and a positive school environment. CAFE Specialist support for the volunteer process will continue.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

In reviewing the California Dashboard with our educational partners, Gibson school identified the need to continue to improve upon the language proficiency of our English Learners. A high rate of chronic absenteeism, lack of student connection to the curriculum, inconsistent supports at home, lack of small group support and inappropriately leveled ELD curriculum (grade level based, rather than language proficiency level based) at school, were identified as the main reasons for EL's not making progress on the ELPI. A focus on improving the knowledge of staff around the needs of English Learners, providing opportunities for family involvement, and opportunities for students to see their culture and language reflected in curricular materials and resources will support EL student needs and increase multicultural acceptance. Continued staff engagement with EL professional development will also support English Learner success.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Reclassification rate for English Learners (EL) | In the 2022-2023 school year, 7 students (10.2%) were reclassified. This is below the district (11.4%) and county (10.9%) total but above the state (6.9%) According to Dataquest, in 2019-2020, 21 students (17.1%) were redesignated. This is below the district and county total but above the state. | Increase the reclassification rate to 112%, exceeding district and county rates. |
| English Learner Progress Indicator (ELPI) | 64.7% of EL students are making progress toward English language proficiency. | Increase this to 70% of English Learners are making progress. |
| Improve the school's rating of the English Learner Roadmap Principle 1 on the self-assessment. | Principle 1 from EL Rise: Assets-oriented and Needs Responsive Schools | Continue to strengthen all areas that are not fully developed and implemented yet through culturally |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| | 3.0 Welcoming and safe environment 3.5 Students are known and identities supported 2.0 Family and community connections 3.5 Building community and collaboration 3.0 Responsive practices and climate 3.0 Bilingualism is an asset 2.5 Dual language/Biliteracy programs 3.0 SEL health and development | responsive teaching, materials/resources and clubs. Increase at least 3 in each category |
| Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only) | ELA: 81% Math: 69% | Increase each by 5% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Gibson will improve instructional outcomes for English Learners by increasing opportunities for parents to be involved in their student's education, providing signage and handouts in their native language (to the greatest extent possible), collaboration, data review, differentiation, and improved teaching strategies.

Professional development and training such as EL Rise and an emphasis on the EL Roadmap to build awareness of the needs of English Learners and their families

PD/Coaching - EL Specialist to model and collaborate with staff to implement research-based instructional strategies for integrated ELD instruction in content areas

Sub/release time for student monitoring, ELAC (English Learner Advisory Committee) assessment, EL Specialist meetings, academic conferences, SST's (Study Study Team), 504s, IEP's (Individual Education Plan), conferences and trainings

Materials and supplies to support integrated and designated ELD (English Language Development) and language acquisition

Instructional technology - Example: BrainPOP EL

Before/after school intervention specific to English Learners including staff and materials/supplies

Translation Services (Punjabi, Urdu for ELAC)

Reclassification ceremony to celebrate progress and achievement

Family Nights in support of English Learners and their family needs Parent guides (handouts, packets, fliers)

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|------------------------------------|
| 700.00 | Supplemental/Concentration |
| 665.00 | Title I Part A: Parent Involvement |

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.

English Learners continue to make progress. integrated and designated ELD implementation has been strengthened through the support of our English Learner Specialist (ELS) and Literacy Paraeducators. Students were leveled for designated ELD and provided with small group instruction and support. iReady phonics supplemented the District's adopted ELD curriculum, filling a gap for 4th-6th graders who were missing foundational phonics skills.

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

Gibson was able to host the Family Literacy Project, after having to postpone it due to COVID 19, however, the attendance and participation was very limited.

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.

Gibson plans on implementing the SPSA as written, with continued improvements and efforts on family engagement and connection to the school community.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Through the needs assessment process, student focus and partner groups identified a lack of opportunities for students to provide input and participate in opportunities that drive instruction and engagement at the school site within the school day. Gibson must provide additional opportunities through survey, open dialogue, partnerships with the community and in-school activities in order to increase student voice, choice, and leadership.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| Number of partnerships with the community and other programs that provide students with opportunities to get engaged | Gibson has 8 community partners: Lions Club, Elks Club, Yolo Arts, Woodland Police, Woodland Fire, Woodland Public Library, the Bike Garage and Yolo Farm to Fork. | After the pandemic, and because of changes in Administration, Gibson is working to build and increase the number of community partnerships who support our students and school. |
| Number of extracurricular and co-curricular programs offered | In 22-23, Gibson offered Cross Country Running as an extracurricular sport. All students TK-6th were invited to participate in the Gibson Talent Show. Rehearsals were after school, two in-school performances were offered and one nighttime parent/family performance was offered. | Gibson will expand to offer more sports, clubs, visual and performing arts, and student-selected opportunities within and outside of the school day, for a minimum of 2 extracurricular opportunities over the course of the 23-24 school year. |
| Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys | 107 (54%) students in grades 3-6 provided input to the SPSA through a survey developed by our Youth Advisory Council and focusing on connectedness to school. 32.7% of the respondents were 3rd graders, 12.1% were 4th graders, 33.6% were 5th | Gibson will increase the percentage of students in 3rd-6th completing the survey to 75% in the 23-24 school year. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| | graders and 21.5% of respondents were 6th graders. | |
| Number and percent of students by representative demographic providing input to the SPSA through focus groups | 2022-23 is the first year Gibson had a Youth Advisory Council created with teacher involvement. Gibson's Youth Advisory Council is comprised of students representative of the multicultural demographics of Gibson Elementary. The Youth Advisory Council gave input into the survey and helped develop the survey instrument with their teacher advisor. 107/199 3rd-6th grade students completed the survey. | Gibson will continue to support a Youth Advisory Council that is representative of the demographics of our student population. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Gibson will increase opportunities for students to develop leadership skills, contribute questions and provide input for decision-making on campus. Gibson will expand community partnerships and student-driven extracurricular opportunities on campus. Staff will provide opportunities for students to collaborate and exercise autonomy within the classroom. During recess/lunch, students will have the opportunity to participate in structured or unstructured play opportunities with the support of staff members. Additionally, the Youth Advisory Council would like to be involved in developing student conflict managers to support all students during recess and would like to be responsible for running the PBIS store. Gibson will continue to employ a social-emotional learning curriculum that provides students with language and real-life examples of what it means and looks like to advocate for oneself.

Student Advisory Council/Leadership (training (CADA), meetings, surveys)

Annual and trimester surveys done related to decision making on campus (Academic, PBIS, Materials, Safety, Concerns)

Materials and Supplies

After School and within the school day class and club opportunities (lunch bunch, reading club)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

990

Source(s)

Supplemental/Concentration

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.

Gibson maintained a robust Student Council membership who lead our daily flag/pledge ceremony and announcements. Student Council is also responsible for some school-wide activities, such as Spirit Days, Door Decorating contests and Holiday Grams. Gibson expanded student leadership opportunities by starting our Youth Advisory Council during the 22-23 school year. Now that the Covid 19 pandemic has passed and we are once again a fully open and functioning school, these two student leadership councils look forward to increasing their involvement in student voice and choice and providing engagement activities and becoming role models for their peers.

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

During the 22-23 school year we were able to bring a variety of on site youth oriented assemblies and speakers to Gibson Elementary school to engage students and provide enrichment and leadership opportunities.

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.

Gibson is adding specific training for staff members and student members of Student Council and the Youth Advisory Council to increase student involvement and staff support of student leadership and student leadership activities.

Budget Summary

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

Budget Summary

| Description | Amount |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$31,412 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$70,852.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|---|-----------------|
| Title I Part A: Basic Grants Low-Income and Neglected | \$30,747.00 |
| Title I Part A: Parent Involvement | \$665.00 |

Subtotal of additional federal funds included for this school: \$31,412.00

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

| State or Local Programs | Allocation (\$) |
|----------------------------|-----------------|
| Supplemental/Concentration | \$39,440.00 |

Subtotal of state or local funds included for this school: \$39,440.00

Total of federal, state, and/or local funds for this school: \$70,852.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|-------------------|----------------------------|
| Diana B. Davidson | Principal |
| Lorie Greenberg | Classroom Teacher |
| Kathy Harrison | Classroom Teacher |
| Rachel White | Classroom Teacher |
| Bianca Cato | Parent or Community Member |
| Aubrey Gautreaux | Parent or Community Member |
| Brittany Roach | Parent or Community Member |
| Patricia Moreno | Parent or Community Member |
| Marcella Garcia | Parent or Community Member |
| Jacob Castorena | Other School Staff |

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

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/2023.

Attested:



Principal, Diana B. Davidson on May 11, 2023



SSC Chairperson, Kathleen Harrison on May 11, 2023