

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gibson Elementary School	57727100000000	5/6/24	5/23/24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Gibson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Resource Inequities .....	4
Comprehensive Needs Assessment Components .....	4
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data .....	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results .....	15
California School Dashboard .....	19
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	37
Goal 3.....	42
Goal 4.....	45
Budget Summary .....	48
Budget Summary .....	48
Other Federal, State, and Local Funds .....	48
Budgeted Funds and Expenditures in this Plan.....	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source .....	49
Expenditures by Budget Reference .....	49
Expenditures by Budget Reference and Funding Source .....	49
Expenditures by Goal.....	49
School Site Council Membership .....	50
Recommendations and Assurances .....	51
Instructions.....	52
Appendix A: Plan Requirements .....	59
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....	62
Appendix C: Select State and Federal Programs .....	65

# Plan Description

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

This plan is being used by Gibson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

English Learners, Socio-Economically Disadvantaged, Students with Disabilities.

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 Gibson Elementary 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 progress 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 Certificated Staff members meet monthly to review the same information as SSC and participate in the same processes, but they do so through different lenses.

Needs assessments were conducted with multiple community groups at Gibson, including ELAC (English Learner Advisory Committee), SSC (School Site Council), and the Site Leadership Team (SLT). Students provided input via a survey. Additionally, informal assessments occurred frequently 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 2024, and 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 mainly focused on social-emotional learning and safety. Additional information from students was gathered through the California Healthy Kids Survey from grade 5.

On January 31, 2024, and March 27, 2024, Gibson certificated staff members reviewed Gibson students' performance data, specifically academic performance, EL Progress, attendance, and suspension rate. The following areas of need were identified as priorities: EL progress, absenteeism, and lowering the suspension rate. Implementing Restorative Practices was reviewed again and discussion regarding lack of personnel to do so was discussed. The continued need to find alternatives to suspension was discussed as was the issue concerning the change of law coming for the 2024-2025 school year whereas removal of recess cannot be used as a means of correction. Concern that combination classes should be eliminated for the following reasons: inequity in the distribution of class sizes, EL overload, and IEP overload at the upper grades, a lack of Tier II interventions and supports. Additionally, class size overages occurred in the 2023-2024 school year that teaching staff felt negatively impacted teaching and learning.

Needs assessment meetings were held with the English Learner Advisory Committee (ELAC) on October 24, 2023, January 30, 2024, and April 25, 2024. Improving social-emotional learning and 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 support 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 the School Site Council (SSC) on March 18, 2024. The SSC recommended adding additional visual and performing arts (VAPA) opportunities within the school day, field trips, and experiences both on and off campus related to culture and VAPA. Additionally, the SSC expressed concerns and a desire to eliminate combination classes. The combination class issue is one that has been discussed for the past two years.

SSC and ELAC reviewed the draft SPSA on \_\_\_\_\_

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

The Gibson staff and community reviewed resource allocations and did not identify any inequities. However, parents and staff alike always feel that more funding is necessary to adequately provide for student academic and social-emotional growth.

## Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

EL Progress,

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Gibson Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### 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
<b>Total Enrollment</b>				<b>433</b>	<b>378</b>	<b>357</b>

### 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
Grade3	48	51	48
Grade 4	64	46	49
Grade 5	67	59	47
Grade 6	72	61	53
<b>Total Enrollment</b>	<b>433</b>	<b>378</b>	<b>357</b>

#### Conclusions based on this data:

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



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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. As school-wide enrollment has declined, so has the number and percentage of English Learners enrolled at Gibson since the 2022-2023 school year.
2. The 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	43	49	50	0	47	49	0	47	49	0.0	95.9	98.0
Grade 4	58	43	47	0	43	46	0	42	46	0.0	100.0	97.9
Grade 5	60	53	47	0	52	44	0	52	44	0.0	98.1	93.6
Grade 6	69	57	52	0	53	50	0	53	50	0.0	93.0	96.2
All Grades	230	202	196	0	195	189	0	194	189	0.0	96.5	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2337.		12.77	2.04		2.13	14.29		17.02	16.33		68.09	67.35
Grade 4		2412.	2415.		14.29	17.39		16.67	2.17		16.67	21.74		52.38	58.70
Grade 5		2468.	2461.		11.54	15.91		21.15	25.00		28.85	20.45		38.46	38.64
Grade 6		2511.	2514.		11.32	14.00		30.19	20.00		37.74	32.00		20.75	34.00
All Grades	N/A	N/A	N/A		12.37	12.17		18.04	15.34		25.77	22.75		43.81	49.74

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.51	0.00		46.81	63.27		44.68	36.73
<b>Grade 4</b>		11.90	6.52		50.00	58.70		38.10	34.78
<b>Grade 5</b>		15.38	13.64		69.23	54.55		15.38	31.82
<b>Grade 6</b>		18.87	20.00		49.06	50.00		32.08	30.00
<b>All Grades</b>		13.92	10.05		54.12	56.61		31.96	33.33

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.26	4.08		31.91	36.73		63.83	59.18
<b>Grade 4</b>		4.76	2.17		52.38	47.83		42.86	50.00
<b>Grade 5</b>		5.77	18.18		65.38	50.00		28.85	31.82
<b>Grade 6</b>		9.43	8.00		58.49	56.00		32.08	36.00
<b>All Grades</b>		6.19	7.94		52.58	47.62		41.24	44.44

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		6.38	2.04		68.09	75.51		25.53	22.45
<b>Grade 4</b>		16.67	8.70		61.90	82.61		21.43	8.70
<b>Grade 5</b>		9.62	18.18		73.08	59.09		17.31	22.73
<b>Grade 6</b>		22.64	16.00		62.26	74.00		15.09	10.00
<b>All Grades</b>		13.92	11.11		66.49	73.02		19.59	15.87

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>Grade 3</b>		8.51	0.00		48.94	46.94		42.55	53.06
<b>Grade 4</b>		7.14	17.39		69.05	52.17		23.81	30.43
<b>Grade 5</b>		11.54	13.64		69.23	50.00		19.23	36.36
<b>Grade 6</b>		11.32	22.00		83.02	62.00		5.66	16.00
<b>All Grades</b>		9.79	13.23		68.04	52.91		22.16	33.86

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. A comparison of all grades' overall achievement pre-pandemic (2019) scores to 2022 scores shows 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.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	43	49	50	0	47	49	0	47	49	0.0	95.9	98.0
Grade 4	58	43	47	0	42	46	0	42	46	0.0	97.7	97.9
Grade 5	60	53	47	0	52	46	0	52	46	0.0	98.1	97.9
Grade 6	69	57	52	0	53	51	0	53	51	0.0	93.0	98.1
All Grades	230	202	196	0	194	192	0	194	192	0.0	96.0	98.0

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2364.		6.38	4.08		10.64	12.24		25.53	24.49		57.45	59.18
Grade 4		2421.	2439.		9.52	10.87		19.05	19.57		30.95	26.09		40.48	43.48
Grade 5		2448.	2441.		3.85	15.22		15.38	4.35		23.08	23.91		57.69	56.52
Grade 6		2506.	2487.		7.55	13.73		18.87	11.76		45.28	31.37		28.30	43.14
All Grades	N/A	N/A	N/A		6.70	10.94		15.98	11.98		31.44	26.56		45.88	50.52

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.20		27.66	36.73		63.83	53.06
Grade 4		9.52	10.87		45.24	54.35		45.24	34.78
Grade 5		5.77	10.87		42.31	36.96		51.92	52.17
Grade 6		7.55	11.76		47.17	45.10		45.28	43.14
All Grades		7.73	10.94		40.72	43.23		51.55	45.83

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	6.12		40.43	44.90		53.19	48.98
Grade 4		14.29	15.22		42.86	41.30		42.86	43.48
Grade 5		7.69	8.70		51.92	45.65		40.38	45.65
Grade 6		7.55	7.84		58.49	50.98		33.96	41.18
All Grades		8.76	9.38		48.97	45.83		42.27	44.79

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	6.12		57.45	55.10		36.17	38.78
Grade 4		7.14	10.87		57.14	56.52		35.71	32.61
Grade 5		3.85	10.87		48.08	52.17		48.08	36.96
Grade 6		13.21	9.80		66.04	54.90		20.75	35.29
All Grades		7.73	9.38		57.22	54.69		35.05	35.94

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. A decrease in the percentage of students in the "Standard met" and "standard nearly met" band in overall math achievement helped contribute to a 4.24% increase of students in the "above standard" range; however, the "below standard" range increased by 4.62%. Further drilling down of the data needs to be undertaken to examine from which band students increased and decreased. Specific focus should be targeted toward those students who increased while maintaining those who increased and/or maintained at standard.
2. Concepts and Standards, which showed the most significant deficit in the 21-22 school year, increased in the % of students above standard and the at or near standard range.

- 
- 
3. We need to continue data dives in collaborative teams as part of our PLC work to provide all students with increased access and achievement in mathematics.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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
<b>K</b>	1380.6	1403.9	1365.8	1401.5	1418.2	1384.5	1331.6	1370.2	1322.8	24	17	12
<b>1</b>	1421.3	*	*	1459.2	*	*	1383.0	*	*	13	9	8
<b>2</b>	1457.7	1465.0	1444.5	1475.6	1482.1	1455.7	1439.5	1447.2	1432.8	11	15	11
<b>3</b>	*	1512.4	1470.8	*	1544.4	1484.0	*	1479.8	1457.1	9	11	16
<b>4</b>	1503.1	*	*	1503.3	*	*	1502.5	*	*	11	7	10
<b>5</b>	*	*	*	*	*	*	*	*	*	8	7	9
<b>6</b>	1540.6	*	*	1561.5	*	*	1519.2	*	*	12	6	9
<b>All Grades</b>										88	72	75

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	8.33	5.88	0.00	16.67	5.88	0.00	33.33	70.59	58.33	41.67	17.65	41.67	24	17	12
<b>1</b>	0.00	*	*	23.08	*	*	23.08	*	*	53.85	*	*	13	*	*
<b>2</b>	0.00	6.67	9.09	27.27	33.33	18.18	63.64	46.67	45.45	9.09	13.33	27.27	11	15	11
<b>3</b>	*	18.18	0.00	*	54.55	37.50	*	27.27	43.75	*	0.00	18.75	*	11	16
<b>4</b>	9.09	*	*	36.36	*	*	45.45	*	*	9.09	*	*	11	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	18.18	*	*	45.45	*	*	27.27	*	*	9.09	*	*	11	*	*
<b>All Grades</b>	5.75	12.50	10.67	28.74	30.56	25.33	35.63	47.22	42.67	29.89	9.72	21.33	87	72	75

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	12.50	5.88	0.00	20.83	29.41	16.67	37.50	52.94	33.33	29.17	11.76	50.00	24	17	12
<b>1</b>	38.46	*	*	7.69	*	*	38.46	*	*	15.38	*	*	13	*	*
<b>2</b>	18.18	33.33	27.27	36.36	26.67	18.18	45.45	33.33	27.27	0.00	6.67	27.27	11	15	11
<b>3</b>	*	45.45	18.75	*	54.55	62.50	*	0.00	12.50	*	0.00	6.25	*	11	16
<b>4</b>	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	45.45	*	*	45.45	*	*	9.09	*	*	0.00	*	*	11	*	*
<b>All Grades</b>	24.14	34.72	28.00	31.03	36.11	38.67	26.44	22.22	14.67	18.39	6.94	18.67	87	72	75

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written 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
<b>K</b>		5.88	0.00		0.00	0.00		58.82	41.67		35.29	58.33		17	12
<b>1</b>		*	*		*	*		*	*		*	*		*	*
<b>2</b>		0.00	0.00		20.00	18.18		46.67	18.18		33.33	63.64		15	11
<b>3</b>		0.00	0.00		27.27	6.25		54.55	37.50		18.18	56.25		11	16
<b>4</b>		*	*		*	*		*	*		*	*		*	*
<b>5</b>		*	*		*	*		*	*		*	*		*	*
<b>6</b>		*	*		*	*		*	*		*	*		*	*
<b>All Grades</b>		1.39	2.67		22.22	10.67		41.67	37.33		34.72	49.33		72	75

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



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
<b>K</b>	4.17	5.88	0.00	75.00	70.59	75.00	20.83	23.53	25.00	24	17	12
<b>1</b>	23.08	*	*	76.92	*	*	0.00	*	*	13	*	*
<b>2</b>	9.09	26.67	27.27	81.82	66.67	54.55	9.09	6.67	18.18	11	15	11
<b>3</b>	*	54.55	18.75	*	45.45	68.75	*	0.00	12.50	*	11	16
<b>4</b>	27.27	*	*	72.73	*	*	0.00	*	*	11	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	27.27	*	*	63.64	*	*	9.09	*	*	11	*	*
<b>All Grades</b>	18.39	23.61	18.67	67.82	65.28	65.33	13.79	11.11	16.00	87	72	75

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	16.67	17.65	0.00	41.67	70.59	50.00	41.67	11.76	50.00	24	17	12
<b>1</b>	30.77	*	*	46.15	*	*	23.08	*	*	13	*	*
<b>2</b>	27.27	40.00	18.18	72.73	60.00	63.64	0.00	0.00	18.18	11	15	11
<b>3</b>	*	72.73	25.00	*	27.27	68.75	*	0.00	6.25	*	11	16
<b>4</b>	54.55	*	*	36.36	*	*	9.09	*	*	11	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	72.73	*	*	27.27	*	*	0.00	*	*	11	*	*
<b>All Grades</b>	35.63	48.61	40.00	41.38	47.22	44.00	22.99	4.17	16.00	87	72	75

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	0.00	58.33	70.59	41.67	41.67	23.53	58.33	24	17	12
1	0.00	*	*	15.38	*	*	84.62	*	*	13	*	*
2	0.00	0.00	9.09	63.64	60.00	27.27	36.36	40.00	63.64	11	15	11
3	*	0.00	0.00	*	36.36	37.50	*	63.64	62.50	*	11	16
4	9.09	*	*	45.45	*	*	45.45	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	9.09	*	*	45.45	*	*	45.45	*	*	11	*	*
All Grades	3.45	4.17	4.00	43.68	56.94	38.67	52.87	38.89	57.33	87	72	75

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	0.00	16.67	29.41	33.33	70.83	64.71	66.67	24	17	12
1	0.00	*	*	53.85	*	*	46.15	*	*	13	*	*
2	0.00	0.00	0.00	72.73	73.33	45.45	27.27	26.67	54.55	11	15	11
3	*	18.18	6.25	*	81.82	56.25	*	0.00	37.50	*	11	16
4	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
All Grades	4.60	12.50	6.67	54.02	55.56	56.00	41.38	31.94	37.33	87	72	75

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- Overall, language scores show a decrease in student achievement at levels 2, 3, and 4 of approximately 5% each, with a negative increase in students scoring at Level 1 of approximately 12% from 21-22 to 22-23.
- The data shows an overall decrease in the % of students progressing toward ELPAC overall language proficiency.
- Professional development opportunities will support strategies for planning and implementing both integrated and designated English Language Development (ELD) at Gibson. Three teachers will be sent to Guided Language Acquisition and Design (GLAD) training this summer to increase Gibson teacher's knowledge of and implementation of best practices and strategies for supporting English Learners. Professional Development on the Benchmark curriculum with a specific emphasis on supporting students and implementing ELD will be provided throughout the 24-25 school year.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>357</b>	<b>71.4</b>	<b>20.4</b>	<b>2.2</b>
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	20.4
Foster Youth	8	2.2
Homeless	5	1.4
Socioeconomically Disadvantaged	255	71.4
Students with Disabilities	59	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1
American Indian	1	0.3
Asian	12	3.4
Filipino	2	0.6
Hispanic	227	63.6
Two or More Races	24	6.7
White	81	22.7

### Conclusions based on this data:

1. A large percentage of Gibson students, 71.4%, are socioeconomically disadvantaged and may need support from the school and community regarding school supplies, food, access to the internet, and interventions.

2. Of the school's student enrollment, 20.4% are English Learners, with Spanish as the majority primary language. Professional development on GLAD strategies to support EL students will be undertaken this summer, 2024, and throughout the 24-25 school year. Using data through our PLC process will be a continued area of professional development to provide teachers with tools and evidence to measure student growth.
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 24-25 school year. Teachers and support staff will be provided professional development on the Benchmark curriculum for ELD implementation and support for best practices instructional delivery, including student voice and choice.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. Both onsite and off-site professional development opportunities focusing on effective practices for first instruction, intervention, and acceleration will support English Language Arts and Math. Strategies for helping English Learners expressly will be provided during the summer 2024 and the 2024-2025 school year. Focus on effective use of the curriculum, assessments, and data will be undertaken to improve the identification of students and specific areas for enhanced teaching and learning.

2. The 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 in-class time. Gibson will continue to build trusting relationships with educational partners, parents/guardians, and the community as it increases the number of parents and community members involved in the School Site Council, ELAC, and PTA.
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, project-based learning, and experiential activities will support increased attendance. An increase in both in-school and after-school opportunities for student engagement and connection will be supported to make Gibson a hub for the community.

# School and Student Performance Data

## Academic Performance English Language Arts

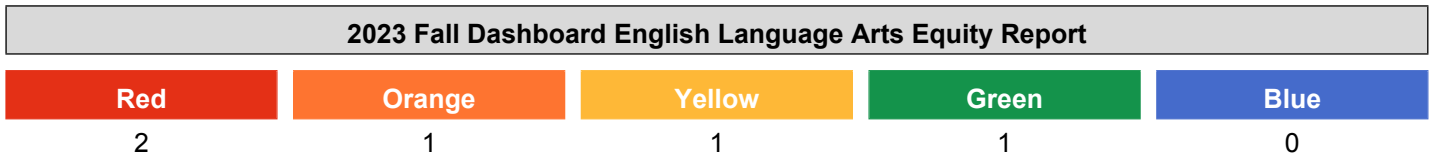
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 47.9 points below standard Maintained +1 points 184 Students	<b>English Learners</b>  Red 101.2 points below standard Decreased Significantly -17.9 points 47 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 67.1 points below standard Increased +4.9 points 135 Students	<b>Students with Disabilities</b>  Orange 99 points below standard Increased Significantly +65.5 points 32 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	Less than 11 Students  1 Student	Less than 11 Students  5 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 71.7 points below standard Decreased -5.2 points 123 Students	16.6 points above standard 12 Students	 No Performance Color 0 Students	 Green 0.4 points above standard Increased +10.7 points 35 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
126.8 points below standard Increased Significantly +24 points 36 Students	17.2 points below standard Decreased Significantly -20.3 points 11 Students	30.1 points below standard Increased +10.4 points 122 Students

**Conclusions based on this data:**

- Students with disabilities showed a dramatically increased achievement data in English Language Arts. However, Gibson's English Learners showed a significant decrease in movement toward standard, with a decrease of -17.9 points and an increase in points below standard to 101.2.
- Socioeconomically disadvantaged students showed an increase of 4.9 points toward meeting standards, with our Hispanic students' performance decreasing by 5.2 points. Strategies used for our students with disabilities should be considered in order to possibly duplicate the dramatic increase in other subgroups.
- Through professional development opportunities focused on ELD strategies, Universal Design for Learning (UDL), and Professional Learning Communities (PLCs), 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 increase student engagement and decrease off-task behaviors. The movement toward professional development opportunities for all staff members in GLAD strategies, using data to support teaching and learning, and student engagement activities will be supported by both the Gibson administration and District administration.



# School and Student Performance Data

## Academic Performance Mathematics

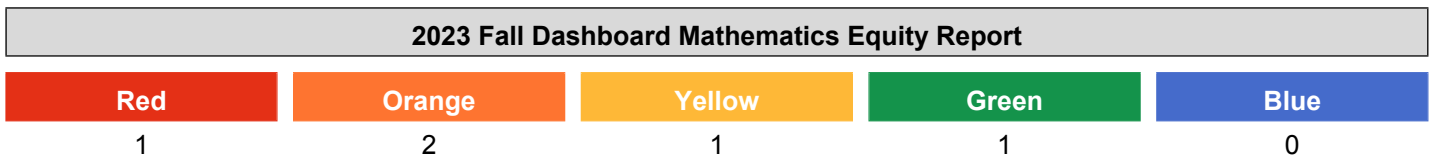
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 60.9 points below standard Increased +5.6 points 185 Students	<p><b>English Learners</b></p>  Red 107.2 points below standard Decreased -12.1 points 47 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 78.1 points below standard Increased +6.8 points 135 Students	<p><b>Students with Disabilities</b></p>  Orange 106.4 points below standard Increased Significantly +76.6 points 33 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	Less than 11 Students  1 Student	Less than 11 Students  5 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 80.2 points below standard Maintained +2.2 points 123 Students	7.9 points above standard 12 Students	Less than 11 Students  0 Students	 Green 15.2 points below standard Increased +13.1 points 35 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118.7 points below standard Increased Significantly +25.4 points  36 Students	69.5 points below standard Decreased Significantly -37 points  11 Students	47.2 points below standard Increased +13.6 points  123 Students

#### Conclusions based on this data:

1. Gibson's significant subgroup of students with disabilities showed a dramatic increase in points toward the standard in mathematics. In contrast, Gibson's EL group showed a dramatic decrease in the movement toward the standard in mathematics.
2. The pattern shown in our students with disabilities and our English Learner population in mathematics is significant, as this same pattern is evident in English Language Arts. To find the cause (s) of these patterns, a deeper dive into the data, instructional strategies, student access, and equitable practices must be done.
3. Through professional development opportunities focused on ELD strategies, UDL, and the use of PLCs, 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 increase student engagement and decrease off-task behaviors. The English Learner department will support Gibson teachers in improving their strategies for best practices and teaching and learning for our EL students and, ultimately, our entire population. Teachers' use of data to drive their instruction based on real-time evidence will also be supported by collaborative team meetings at least every 6-8 weeks for cycles of inquiry.

# School and Student Performance Data

## Academic Performance English Learner Progress

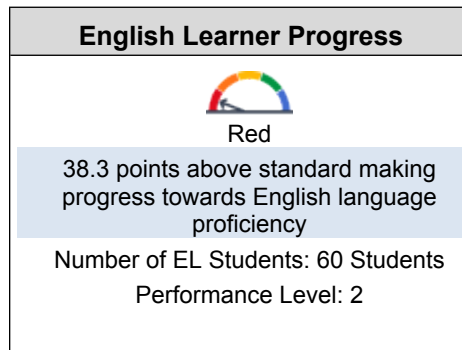
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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
12	25	0	20

#### Conclusions based on this data:

- Only one-third of Gibson's EL students progressed at least to the ELPI level. We must adjust our implementation of designated and integrated ELD and gain increased knowledge of the adopted curriculum and instructional strategies.
- 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. Best practices and strategies for implementing both designated and integrated ELD will be more integral to our collaborative teams and the PLC process. Decreasing negative behaviors through relationship building and increasing attention to our schoolwide PBIS will also help students make more positive choices both academically and behaviorally.
- The use of data to measure student growth and accurately analyze effective teaching practices needs to be increased. Collaborative discussions and sharing of best practices among grade-alike colleagues need to take place in minimum 6—to 8-week cycles.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

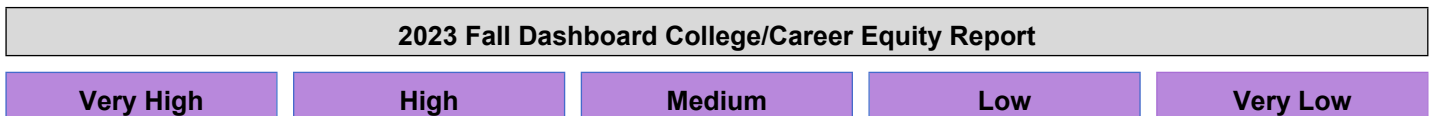
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

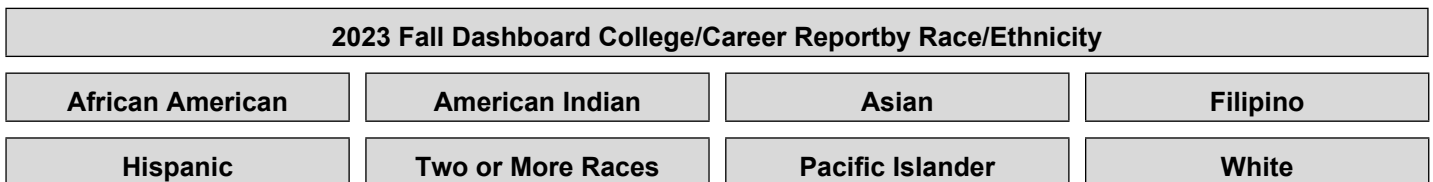
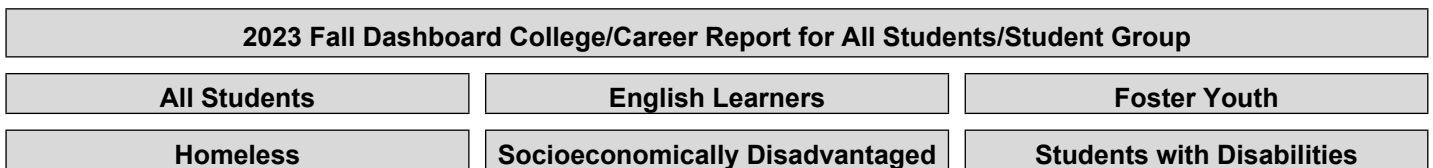
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

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.



### Conclusions based on this data:

- Does not pertain to elementary school.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

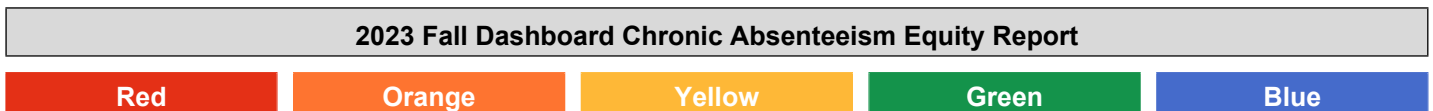
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 38.2% Chronically Absent Declined Significantly -6.1 390 Students	<b>English Learners</b>  Red 41.2% Chronically Absent Increased 2.2 85 Students	<b>Foster Youth</b> Less than 11 Students 8 Students
<b>Homeless</b> 83.3% Chronically Absent 0 12 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 42.8% Chronically Absent Declined Significantly -6.7 285 Students	<b>Students with Disabilities</b>  Orange 43% Chronically Absent Declined -10.2 79 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  8 Students	Less than 11 Students  1 Student	50% Chronically Absent  0  14 Students	Less than 11 Students  2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 39.3% Chronically Absent Declined Significantly -7.2  244 Students	40.6% Chronically Absent Declined -9.4  32 Students	Less than 11 Students  3 Students	 Orange 29.1% Chronically Absent Declined -5.4  86 Students

**Conclusions based on this data:**

1. Chronic absenteeism for all students declined significantly; however, Gibson's English Learner population has increased in its rate of chronic absenteeism.
2. Student agency (voice & choice), making real-world connections, increasing project-based learning, and culturally responsive teaching are needed to support student engagement and decrease chronic absenteeism. Support and affirmation of diverse cultures, learning styles, and cultural backgrounds will help students feel more connected to school. Providing educational resources representative of all cultural and language groups will help students engage with the curriculum and one another.
3. Social-emotional learning and opportunities to connect with peers and educators at school must be fostered through school-wide PBIS and Second Step lessons. An increased focus on teaching strategies for dealing with and reducing poor behavior toward others, including a plan for decreasing bullying behavior, will be undertaken for the 24-25 school year.

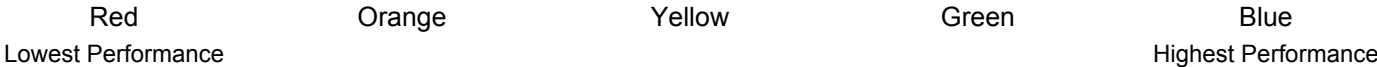
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

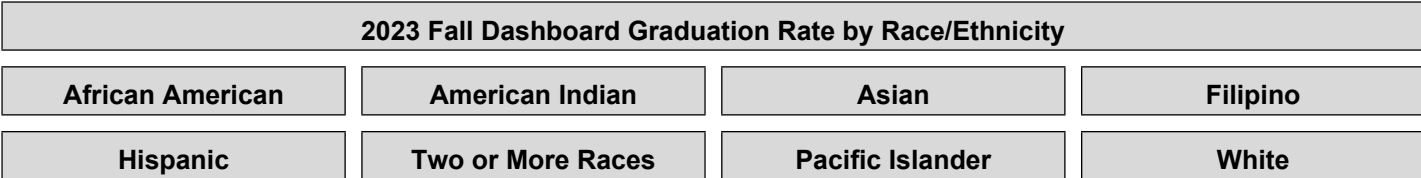
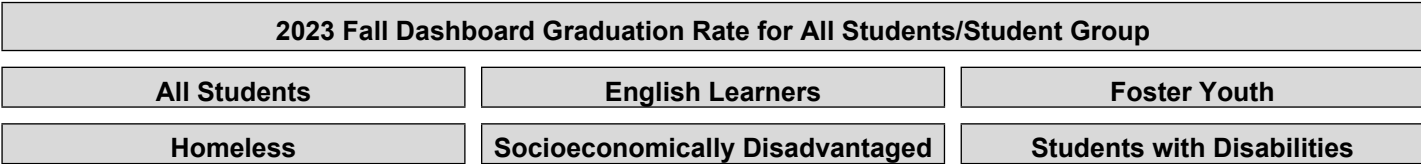
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

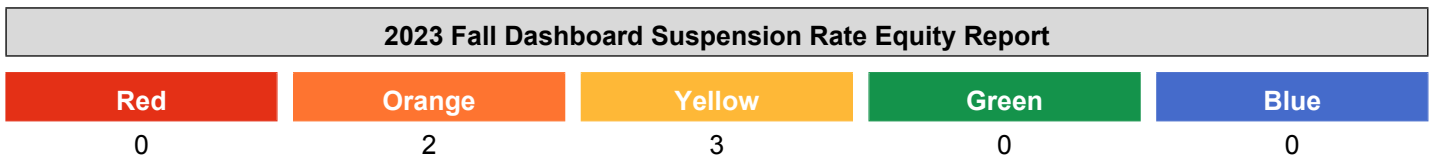
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>5.4% suspended at least one day</p> <p>Maintained -0.2</p> <p>406 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 1.1</p> <p>88 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>8 Students</p>
<p><b>Homeless</b></p> <p>8.3% suspended at least one day</p> <p>12 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>5.4% suspended at least one day</p> <p>Declined Significantly -1.2</p> <p>296 Students</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>4.9% suspended at least one day</p> <p>Declined -1.4</p> <p>82 Students</p>



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 10 Students	Less than 11 Students 1 Student	0% suspended at least one day 14 Students	Less than 11 Students 2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 5.5% suspended at least one day Declined -0.3 253 Students	5.7% suspended at least one day Declined -5 35 Students	Less than 11 Students 3 Students	 Orange 5.7% suspended at least one day Increased 3.5 88 Students

**Conclusions based on this data:**

- Overall, the suspension rate was maintained for all students; however, the English Learner subgroup increased during the 2022-2023 school year. Students with disabilities and the socioeconomically disadvantaged subgroup declined.
- Positive Behavioral Interventions and Supports (PBIS) expectations for students, teaching practices, restorative practices, and alternative means of correction must be implemented with fidelity school wide. Support for cultural identities and representation in the curriculum will be implemented to affirm and support diverse cultural identities.
- 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 social-emotional curricula such as Second Step. Additionally, increasing student voice and choice in assignments/activities will support positive student behavior. Additionally, ensuring the curriculum reflects all cultures will support student engagement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Number of students who participate in VAPA (Visual and Performing Arts).</p>	<p>23-24: Various visual and performing arts field trips and activities occurred at all grade levels during the 23-24 school year. Every grade level participated in at least one field trip to the Mondavi Center to view a visual/performing arts performance. All 4th graders participated in Strings (Violin) class during the 23-24 school year. For the 2023-2024 school year, 48 4th graders were enrolled in strings, one 5th grader and one 6th grader participated in strings, and 36 5th &amp; 6th graders enrolled in Band. There was an increase in the number of students taking music education in the 2023-2024 school year.</p> <p>22-23: Seven 5th and nine 6th graders participated in Strings class in 22-23. Band is not offered to 4th graders, but 30 5th—6th grade students enrolled in Band for the 22-23 school year.</p> <p>21-22: One limited opportunity for ceramics was offered within the school day for grades 4-6th in the 21-22 school year. Virtual opportunities were offered in 2020-21 with 1-7 participants at each event (Virtual Art 2x/month; SAMI Circuit Family Night 1x/month, Science, Technology, Engineering, and Math (STEM ) Night 3x year).</p>	<p>All 5-6 graders will have the opportunity to participate in instrumental band or strings. All 4th graders will participate in the strings program. The number of students participating in Strings or Band will increase by 5%. All students TK-6th will be able to participate in at least one visual or performing arts activity/lesson a month during the school year. All students can participate in or view the talent show/annual student performance.</p>
<p>Student access to college and career information.</p>	<p>23-24: College and Career opportunities for the 2023-2024 school year did not come to fruition.</p> <p>2022-2023: There were no college and career opportunities provided or in</p> <p>21-22: 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.</p>	<p>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, during the 24-25 school year. Gibson will contact U. C. Davis, Woodland Community College, and local businesses/agencies to provide educational partnerships in this endeavor.</p>

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide access and opportunities for TK-6 students to receive VAPA educational experiences within the school day and beyond.  VAPA Field Trips and Learning Experiences (transportation and entrance fees) Materials and supplies	All students	4500.00 Title I Part A: Basic Grants Low-Income and Neglected

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

Progress toward VAPA activities was excellent. Students participated in a variety of field trips, school activities, and take-home activities. Every grade level was provided a field trip to see a live performance at the Mondavi Center.

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

College and Career readiness intentions were not implemented for the 2023-2024 school year as hoped.

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.

In the future, Gibson will be looking to build relationships with Educational Partners to support college and career readiness. These changes can be seen in Goal 1 of the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Improve instruction and student achievement for all students through the use of the PLC process and collaborative team and data meetings, emphasizing English learners and students with disabilities. Continue to focus on student connectedness, safety, multi-tiered support systems (MTSS), and parent and community involvement and access. Teachers/staff will be provided a variety of professional development opportunities to support the implementation of best-first instructional strategies.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	<p>ELA progress was maintained in the 22-23 school year by 1 point: Orange                      22-23 - 47.9 points from standard                      21-22 - 48.6 points from standard                      20-21 - No Data</p> <p>Math achievement increased 5.6 points, meeting our desired goal of a 5-point increase Yellow                      22-23 - 60.9 points. from standard                      21-22 - 65.4 points from standard                      20-21 - No Data</p>	Gibson students will show at least a 5-point increase and decrease the distance from the standard in ELA and Math over the course of the 24-25 school year.
Performance level on English Learner Progress Indicator (ELPI)	<p>English Learner Progress declined significantly by 26.4% in the 22-23 school year: Red                      22-23 - 38.3% making progress                      21-22 - 64.7% making progress                      20-21 - No Data</p>	The percentage of Gibson ELs progressing by at least one ELPI level will increase by 10%, with a total of 47% making progress towards English language proficiency over the course of the 24-25 school year.

<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.</p>	<p>Data for the percentage of students who meet or exceed standards on the SBAC for English Language Arts: 22-13 - 27% 21-22 - 30% 20-21 - No Data</p>	<p>Gibson will increase the percentage of students meeting or exceeding the standard in English-Language Arts (ELA) by 3%.</p>
<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.</p>	<p>Data for the percentage of students who meet or exceed standards on the SBAC for Mathematics: 22-13 - 23% 21-22 - 24% 20-21 - No Data</p>	<p>Gibson will increase the percentage of students meeting or exceeding the standard in Mathematics by 5%.</p>
<p>Percentage and number of students who are chronically absent</p>	<p>Chronic absenteeism has declined by 6.1%, as indicated by the past three years of data: Yellow 22-23 - 38.2% 21-22 - 44.3% 20-21 - No Data</p>	<p>Gibson will reduce the percentage of total chronic absenteeism to 35%. Our focus will be to decrease absenteeism for all subgroups by providing more youth leadership opportunities, such as conflict managers, lunch helpers, and 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>Baseline from 23-24: 19/60 fifth graders took the CA Healthy Kids Survey (CHKS), for a participation rate of 32%. Of those who responded, 74% felt connected to school all or most of the time, 97% felt student behavior was positive all or most of the time (no indicator for school pride this year), and 73% felt safe at school all or most of the time.</p> <p>Baseline from 22-23: 17/50 students took the survey (34% participation) 81% felt connected to school, 75% felt pride in their school 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, 78% felt pride in their school, and 69% felt safe at school most or all the time.</p>	<p>Gibson will increase student participation in the CHKS to 50% and the three key indicators by 5% each.</p>
<p>Suspension rate</p>	<p>The suspension rate has remained steady for the past two years; there was no data for 2021-2022. Orange 22-23 - 5.4% 21-22 - 5.6% 20-21 - No 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 for the 2024-2025 school year.</p>

<p>Parent/family satisfaction on Healthy Kids Survey, on key indicators</p>	<p>Only 21 parents/guardians responded to the CA Healthy Kids Survey for the 2023-2024 school year, far from the 30% desired. Of the 21 parents who responded, 84% strongly agreed or agreed that Gibson promotes academic success for students, 95% strongly agreed or agreed that all students are treated with respect, and 85% strongly agreed or agreed that Gibson communicates the importance of respecting diverse cultures and practices. 49% of parents strongly agreed or agreed that Gibson communicates information about school activities, 84% strongly agreed or agreed that Gibson communicates what students are supposed to learn, and 70% strongly agreed or agreed that teachers kept them informed of student progress in between reporting periods.</p>	<p>Gibson will strive to have 30% of students' parents complete the parent/family satisfaction survey, with 65% of those families rating Gibson "high" on key indicators. Finding alternative ways of sending out the CA Health Kids Survey will increase this rate.</p>
<p>Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)</p>	<p>iReady Diagnostics is completed in Reading and Math at least twice a year.  % of students meeting growth targets in Reading:  23-24 - 88%  22-23 - 90%  21-22 - 72%</p> <p>Math:  23-24 - 67%  22-23 - 66%  21-22 - 64%</p> <p>The percentage of students meeting growth targets in Reading is exceeding the percentage meeting growth targets in Math. Reading growth target percentages dropped slightly during the 23-24 school year, while math growth targets have remained relatively flat over the past three years.</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 during the 2024-2025 school year through the PLC process by increasing the use of data to drive instruction and meet specific student academic needs.</p>
<p>Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation</p>	<p>Gibson teachers participated in the PLC process by meeting whole staff (certificated) and using Collaborative Teams (grade-alike teams). For the 23-24 school year, Gibson staff was building their capacity to use the PLC progress. Our self-evaluation on the PLC process for 23-25 is a 5 (initial implementation).</p>	<p>Gibson certificated staff will continue to refine their use of the PLC, implementing more checks and balances for the process as we move forward. This will increase collaboration opportunities by grade-alike teams and the use of tools provided by our Professional Development partner, Solution Tree, and district tools and resources.</p>

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Gibson will improve the delivery of instruction to improve academic achievement and access for all students, with an emphasis on English learners and students with disabilities. Gibson will continue to focus on student connectedness through social-emotional programs, lessons, and activities while also focusing on student/staff safety and parent/community involvement and access.</p> <p>Improving Instruction and Student Achievement</p> <ul style="list-style-type: none"> <li>• ----- -----</li> </ul> <p>GLAD professional development opportunities will be made available to certificated staff Continued professional development activities for the increased implementation of the PLC process and data usage will be provided Materials and Supplies to support instruction, differentiation, intervention, enrichment, and professional development (includes copy machine leases, clicks, paper, library, and classroom texts) Professional development for staff: conferences, training, books, and webinars ( TK/Kinder Conference, ACSA Leadership Summit, Guided Reading, Differentiation, Math coaching, etc.). Instructional technology to support classroom instruction (examples include IXL, Extra Math, and BrainPOP) Sub/release time for teachers and Extra Duty - Intervention/Tutoring, Professional Learning Communities, collaboration, Academic Conferences, data analysis, assessment Educational extension activities, field trips, and onsite learning experiences - may include transportation and tickets. Field trips and Learning Experiences aligned to state standards (CA Weekly Walkthrough History)</p> <p>PBIS/Safety/Student Connectedness</p> <ul style="list-style-type: none"> <li>• ----- -----</li> </ul> <p>Increased opportunities for student achievement to be recognized: Monday awards, Monthly Awards assemblies where parents are encouraged to attend Materials and Supplies to support continued PBIS implementation (reward prizes) Printing costs anPostagege to support PBIS - ODRs, awards related to character, and PBIS expectations. Technology (SWIS) Professional development for staff related to PBIS and SEL, restorative practices, cultural relevance, inclusivity, etc. - conferences, training, books,</p>	<p>Gibson will improve instruction delivery and access for all students, emphasizing English learners and students with disabilities. Gibson will continue to focus on student connectedness through social-emotional programs, lessons, and activities while also focusing on student/staff safety, parent/community involvement, and access. Gibson will continue to build our multi-tiered support system for both academic and behavioral support.</p>	<p>24,025.00 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>40427.00 Supplemental/Concentration</p> <p>614.00 Title I Part A: Parent Involvement</p>



<p>webinars for staff  Sub/release time for teachers - common planning time to support PLCs and collaborative team meetings  Counseling curriculum and implementation/training (SEL)  Attendance incentives, weekly and monthly attendance campaigns  Before, Recess, and After school supervision to increase student safety  Assemblies and Learning Experiences (A Touch of Understanding, Ability Awareness)</p> <p>Community Engagement</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>Family and Student events (Family nights, assemblies, sensory day, autism awareness week)  Communication technology subscriptions  Printing and Postage to support communication</p>		
--	--	--

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Increased implementation of the desired strategies/activities has taken place; however, the data shows more is needed. GLAD professional development opportunities and more PLC professional development opportunities will be offered to certificated staff in the 2024-2025 school.

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

English Learner achievement went down significantly, while suspension rates remained flat. Parent involvement in the CA Healthy Kids Survey did not increase as hoped.

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.

Strategies for improvement of instruction of EL students will be increased through the use of GLAD (Guided English Acquisition and Design) professional development being offered to certificated staff and shared with all staff members. Additional means of communicating the importance of the CA Health Kids parents survey will be explored and implemented. More opportunities for students to engage in iReady assignments, and increased parent involvement with the use of iReady lessons.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

In reviewing the California Dashboard with our educational partners, Gibson School identified the need to continue improving our English Learners' language proficiency. A high rate of chronic absenteeism, lack of student connection to the curriculum, inconsistent support at home, lack of small group support, and a lack of training on the Benchmark ELD curriculum were identified as the main reasons ELs did not progress on the ELPI. Focusing on improving staff's knowledge around the needs of English Learners, using the curriculum, 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 is required, specifically Guided Language Acquisition and Design (GLAD) training and ongoing training on the adopted ELD curriculum.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	Reclassification rate for English Learners: 23-24 - 5 students 22-23 - 7 students reclassified 21-22 - 21 students 20-21 - 10 students	Increase the reclassification rate to 12%, exceeding district and county rates.
English Learner Progress Indicator (ELPI)	23-24: Red- 38.3% 22-23: High 64.7% 21-22: no data available	Increase the EL students' language proficiency rate by 10%, bringing it to 46.2%.
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	23-24: Principle 1 from EL Rise: Assets-oriented and Needs Responsive Schools 3.0 Welcoming and safe environment	Continue to strengthen all areas that are not fully developed and implemented yet through culturally responsive teaching, materials/resources and clubs. Increase at least 3 in each category.

	<p>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</p> <p>22-23:  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</p> <p>21-22:  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</p>	
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	<p>23-24  ELA: 48%  Math:34%</p> <p>22-23:  ELA: 81%  Math 69%</p>	Increase each by 5% for the 2024-2025 school year.
Reclassify 100% of LTEL students who have an ELPAC level 4 or meet the Mild/Mod Reclassification criteria by 6th grade.	<p>22-23 LTEL's: 4  21-22: 5  20-21: 12</p>	Reclassify 100% of LTEL students who have an ELPAC level 4 or meet the Mild/Mod Reclassification criteria by 6th grade.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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	English Learners	700.00 Supplemental/Concentration

	<p>language (to the greatest extent possible), collaboration, data review, differentiation, and improved teaching strategies.</p> <p>GLAD training for teachers  Benchmark ELD curriculum training  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, PLC Team collaboration meetings, SSTs (Study Study Team), 504s, IEPs (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, flyers)</p>		
--	--	--	--

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

English Learners struggled to maintain prior year progress. To continue to make progress, integrated and designated ELD implementation must be strengthened through the support of our English Learner Specialist (ELS) and Literacy Paraeducators, and through the PLC process. 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.

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, but was unable to find release time for teachers to attend GLAD training. EL intervention afterschool took place as planned.

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.

GLAD training is scheduled for staff this summer.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Through the needs assessment process, student focus and stakeholder 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	23-24: 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. 22-23: Gibson has 8 community partners: Lions Club, Elks Club, Organization for Autism Research, Yolo Arts, Woodland Police, Woodland Fire, the Bike Garage, and Yolo Farm to Fork. 21-22: Gibson has 8 community partners: Lions Club, Elks Club, Organization for Autism Research, Yolo Arts, Woodland Police, Woodland Fire, the Bike Garage, and Yolo Farm to Fork.	Gibson will maintain all community partners, and add one additional partner.
Number of extracurricular and co-curricular programs offered	23-24: Gibson offered Cross-Country Running as an extracurricular sport. All students TK-6th were invited to participate in the Gibson Talent Show. Rehearsals were	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

	<p>after school, two in-school performances were offered, and one nighttime parent/family performance was offered.</p> <p>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.</p> <p>21-22: Gibson did not offer any extracurricular student programs</p>	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	<p>23-24: Survey data is unavailable at this time.</p> <p>22-23: 107 students (54%)</p> <p>21-22: 170 students (81%) in grades 3-6 provided input to the SPSA through surveys</p>	Gibson will increase the percentage of students in 3rd-6th completing the survey to 75%
Number and percent of students by representative demographic providing input to the SPSA through focus groups	<p>2023-24 is the second year Gibson has had a Youth Advisory Council created with teacher involvement. Gibson's Youth Advisory Council comprises students representative of Gibson Elementary's multicultural demographics. The Youth Advisory Council gave input into the survey and helped develop the survey instrument with their teacher advisor. Survey data is unavailable at this time.</p> <p>22-23: This was the first year Gibson had a Youth Advisory Council created with teacher involvement. Gibson's Youth Advisory Council comprises 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.</p>	Gibson will continue to support a Youth Advisory Council that is representative of the demographics of our student population.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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	All students	500.00 Supplemental/Concentration

	<p>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.</p> <p>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)</p>		
--	--	--	--

# Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

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 23-24 school year. 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.

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 23-24 school year we were able to bring a variety of onsite youth oriented assemblies and speakers to Gibson Elementary school to engage students and provide enrichment and leadership opportunities. Students were provided additional opportunities for field trips.

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

The planned training for 23-24 did not take place, so we are allocating funds to ensure this training takes place.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$31,412
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$70,766.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$28,525.00
Title I Part A: Parent Involvement	\$614.00

Subtotal of additional federal funds included for this school: \$29,139.00

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	\$41,627.00

Subtotal of state or local funds included for this school: \$41,627.00

Total of federal, state, and/or local funds for this school: \$70,766.00



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	41,627.00
Title I Part A: Basic Grants Low-Income and Neglected	28,525.00
Title I Part A: Parent Involvement	614.00

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	41,627.00
	Title I Part A: Basic Grants Low-Income and Neglected	28,525.00
	Title I Part A: Parent Involvement	614.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,500.00
Goal 2	65,066.00
Goal 3	700.00
Goal 4	500.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Diana B. Davidson	Principal
Samantha Kynard	Classroom Teacher
Rachel White	Classroom Teacher
Jacob Castorena	Other School Staff
Bianca Cato	Parent or Community Member
Aubrey Gautreaux	Parent or Community Member
Marcella Garcia	Parent or Community Member
Patricia Moreno	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**  


**Committee or Advisory Group Name**  
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 5/6/24.

Attested:



Principal, Diana B. Davidson on 5/6/24



SSC Chairperson, Sam Kynard on 5/6/24