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	May 6, 2019	June 13, 2019

Purpose and Description

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

Schoolwide Program

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

The 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

A comprehensive needs assessment process was conducted at multiple levels. Initially, the Gibson principal, EL Project Specialist, and RTI Specialist attended a needs assessment with district personnel on January 31, 2019. During this time, staff engaged in looking at Gibson Dashboard data and conducted a needs analysis with recommended change ideas.   This same process was emulated at the site with certificated staff during a staff meeting on Wednesday, February 6. Staff engaged in looking at Gibson Dashboard data and worked in grade level teams to determine needs and recommend change ideas. Gibson's EL Project Specialist worked with ELAC over multiple meeting dates (February 12, 2019 and March 12, 2019) to engage parents in a needs assessment. Change ideas were communicated to administration. Gibson's site principal worked with School Site Council on February 26, 2019 to engage parents in a needs assessment. Change ideas were communicated to administration.Through the needs assessment process, it became clear that there needed to be a focus on the suspension rates of students with disabilities. Change ideas around this topic were recommended to administration by multiple stakeholder groups (teachers, ELAC, SSC).

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.5%	0.5%	0.50%	3	3	3
African American	1.9%	0.9%	1.84%	11	5	11
Asian	3.4%	3.4%	3.85%	20	20	23
Filipino	0.2%	0.2%	0.17%	1	1	1
Hispanic/Latino	57.2%	62.9%	62.31%	340	370	372
Pacific Islander	%	%	%			
White	33.8%	29.4%	27.81%	201	173	166
Multiple/No Response	2.4%	0.9%	1.17%	14	5	7
			Total Enrollment	594	588	597

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	97	109	101
Grade 1	83	61	79
Grade 2	76	83	71
Grade3	71	73	85
Grade 4	91	82	79
Grade 5	83	95	84
Grade 6	93	85	98
Total Enrollment	594	588	597

Conclusions based on this data:

1. While student enrollment is somewhat stable, there has been a noticeable decline in the white student population and a steady increase in the Hispanic/Latino student population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	145	153	151	24.4%	26.0%	25.3%
Fluent English Proficient (FEP)	34	30	42	5.7%	5.1%	7.0%
Reclassified Fluent English Proficient (RFEP)	13	12	18	9.0%	8.3%	11.8%

Conclusions based on this data:

1. Percentage of English Learners remained consistent.

2. Percentage of Fluent English Proficient students increased.

3. Percentage of Reclassified Fluent English Proficient students increased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	73	80	74	70	78	74	70	78	100	95.9	97.5
Grade 4	92	78	75	85	75	71	85	75	71	92.4	96.2	94.7
Grade 5	84	86	81	82	81	80	82	81	80	97.6	94.2	98.8
Grade 6	96	84	95	93	81	93	93	81	93	96.9	96.4	97.9
All Grades	346	321	331	334	307	322	334	307	322	96.5	95.6	97.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2378.	2358.	2400.	14	7.14	12.82	12	12.86	20.51	26	21.43	34.62	49	58.57	32.05
Grade 4	2419.	2432.	2399.	11	16.00	7.04	16	13.33	15.49	20	26.67	22.54	53	44.00	54.93
Grade 5	2459.	2435.	2475.	7	7.41	12.50	32	12.35	26.25	22	25.93	25.00	39	54.32	36.25
Grade 6	2505.	2500.	2462.	10	4.94	5.38	27	41.98	19.35	32	20.99	25.81	31	32.10	49.46
All Grades	N/A	N/A	N/A	10	8.79	9.32	22	20.52	20.50	25	23.78	27.02	43	46.91	43.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	7.14	15.38	34	28.57	50.00	51	64.29	34.62
Grade 4	9	14.67	14.08	44	44.00	45.07	47	41.33	40.85
Grade 5	12	7.41	16.25	39	44.44	52.50	49	48.15	31.25
Grade 6	12	7.41	7.53	45	59.26	38.71	43	33.33	53.76
All Grades	12	9.12	13.04	41	44.63	46.27	47	46.25	40.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	8.57	12.82	36	30.00	42.31	51	61.43	44.87
Grade 4	11	13.33	4.23	45	45.33	38.03	45	41.33	57.75
Grade 5	12	11.11	13.75	48	34.57	55.00	40	54.32	31.25
Grade 6	14	14.81	12.90	44	49.38	26.88	42	35.80	60.22
All Grades	12	12.05	11.18	43	40.07	40.06	44	47.88	48.76

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	8	4.29	15.38	64	65.71	65.38	28	30.00	19.23
Grade 4	9	9.33	8.45	75	52.00	64.79	15	38.67	26.76
Grade 5	9	9.88	8.75	60	55.56	68.75	32	34.57	22.50
Grade 6	13	3.70	6.45	77	72.84	62.37	10	23.46	31.18
All Grades	10	6.84	9.63	69	61.56	65.22	21	31.60	25.16

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	12	10.00	16.67	45	37.14	51.28	43	52.86	32.05
Grade 4	13	13.33	5.63	42	60.00	40.85	45	26.67	53.52
Grade 5	23	9.88	16.25	48	43.21	58.75	29	46.91	25.00
Grade 6	23	20.99	16.13	66	49.38	41.94	12	29.63	41.94
All Grades	18	13.68	13.98	51	47.56	48.14	31	38.76	37.89

Conclusions based on this data:

1. There has been steady growth in students' reading achievement

2. Percentage of all students not meeting standard decreased. The biggest deficit appears to be in writing - with 48.76% students not meeting standard.

3. It is evident that additional professional development and collaboration to support writing is needed.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	73	80	74	69	78	74	69	78	100	94.5	97.5
Grade 4	92	78	75	87	77	72	87	77	72	94.6	98.7	96
Grade 5	84	86	81	82	79	80	82	79	80	97.6	91.9	98.8
Grade 6	96	84	95	94	81	95	94	81	95	97.9	96.4	100
All Grades	346	321	331	337	306	325	337	306	325	97.4	95.3	98.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2391.	2375.	2387.	9	8.70	6.41	22	10.14	17.95	20	20.29	29.49	49	60.87	46.15
Grade 4	2415.	2439.	2411.	5	12.99	5.56	8	19.48	9.72	33	27.27	30.56	54	40.26	54.17
Grade 5	2445.	2424.	2462.	5	5.06	8.75	11	6.33	13.75	33	16.46	31.25	51	72.15	46.25
Grade 6	2478.	2466.	2443.	6	4.94	4.21	11	8.64	12.63	35	37.04	23.16	48	49.38	60.00
All Grades	N/A	N/A	N/A	6	7.84	6.15	12	11.11	13.54	31	25.49	28.31	50	55.56	52.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	10.14	10.26	32	24.64	33.33	54	65.22	56.41
Grade 4	5	23.38	8.33	23	25.97	20.83	72	50.65	70.83
Grade 5	11	7.59	11.25	21	12.66	25.00	68	79.75	63.75
Grade 6	12	6.17	8.42	30	33.33	23.16	59	60.49	68.42
All Grades	10	11.76	9.54	26	24.18	25.54	64	64.05	64.92

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	13.04	8.97	41	31.88	44.87	51	55.07	46.15
Grade 4	3	11.69	6.94	47	40.26	33.33	49	48.05	59.72
Grade 5	5	7.59	8.75	30	22.78	43.75	65	69.62	47.50
Grade 6	7	6.17	5.26	37	34.57	32.63	55	59.26	62.11
All Grades	6	9.48	7.38	39	32.35	38.46	55	58.17	54.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	8.70	12.82	53	39.13	53.85	34	52.17	33.33
Grade 4	3	15.58	8.33	36	42.86	27.78	61	41.56	63.89
Grade 5	5	3.80	6.25	45	26.58	48.75	50	69.62	45.00
Grade 6	9	3.70	5.26	50	54.32	37.89	41	41.98	56.84
All Grades	7	7.84	8.00	46	40.85	42.15	47	51.31	49.85

Conclusions based on this data:

1. Percentage of all students not meeting standards decreased. The biggest deficit appears to be in concepts and procedures with 64.92% of students not meeting standards.

2. It is evident that additional collaboration and analysis of student work to support concepts and procedures is needed.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	1363.6	1376.8	1332.7	25
Grade 1	1441.0	1447.6	1433.8	22
Grade 2	1472.1	1469.9	1473.9	22
Grade 3	1484.7	1485.5	1483.5	21
Grade 4	1506.9	1511.1	1502.2	18
Grade 5	1479.3	1469.7	1488.4	11
Grade 6	1476.5	1468.8	1483.5	15
All Grades				134

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*	*	*	25
Grade 1	*	*	*	*	*	*	*	*	22
Grade 2	*	*	*	*			*	*	22
Grade 3	*	*	*	*	*	*	*	*	21
Grade 4	*	*	*	*	*	*	*	*	18
Grade 5	*	*	*	*	*	*	*	*	11
Grade 6	*	*	*	*	*	*	*	*	15
All Grades	34	25.37	41	30.60	33	24.63	26	19.40	134

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*	*	*	25
Grade 1	12	54.55	*	*	*	*	*	*	22
Grade 2	*	*	*	*			*	*	22
Grade 3	*	*	*	*	*	*	*	*	21
Grade 4	*	*	*	*			*	*	18
Grade 5	*	*	*	*	*	*	*	*	11
Grade 6	*	*	*	*	*	*	*	*	15
All Grades	54	40.30	41	30.60	15	11.19	24	17.91	134

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	16	64.00	*	*	25
Grade 1	*	*	*	*	*	*	*	*	22
Grade 2	*	*	*	*	*	*	*	*	22
Grade 3			*	*	*	*	*	*	21
Grade 4	*	*	*	*	*	*	*	*	18
Grade 5	*	*	*	*	*	*	*	*	11
Grade 6			*	*	*	*	*	*	15
All Grades	18	13.43	30	22.39	41	30.60	45	33.58	134

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	11	44.00	*	*	*	*	25
Grade 1	14	63.64	*	*	*	*	22
Grade 2	14	63.64	*	*	*	*	22
Grade 3	*	*	11	52.38	*	*	21
Grade 4	*	*	11	61.11	*	*	18
Grade 5	*	*	*	*	*	*	11
Grade 6	*	*	*	*	*	*	15
All Grades	57	42.54	52	38.81	25	18.66	134

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	*	*	*	*	25
Grade 1	11	50.00	*	*	*	*	22
Grade 2	12	54.55	*	*	*	*	22
Grade 3	*	*	*	*	*	*	21
Grade 4	14	77.78	*	*	*	*	18
Grade 5	*	*	*	*	*	*	11
Grade 6	*	*	*	*	*	*	15
All Grades	65	48.51	42	31.34	27	20.15	134

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	18	72.00	*	*	25
Grade 1	*	*	*	*	*	*	22
Grade 2	*	*	*	*	*	*	22
Grade 3			11	52.38	*	*	21
Grade 4	*	*	11	61.11	*	*	18
Grade 5	*	*	*	*	*	*	11
Grade 6			*	*	12	80.00	15
All Grades	19	14.18	64	47.76	51	38.06	134

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	11	44.00	*	*	25
Grade 1	*	*	11	50.00	*	*	22
Grade 2	*	*	13	59.09	*	*	22
Grade 3	*	*	16	76.19	*	*	21
Grade 4	*	*	14	77.78	*	*	18
Grade 5	*	*	*	*	*	*	11
Grade 6			12	80.00	*	*	15
All Grades	19	14.18	82	61.19	33	24.63	134

Conclusions based on this data:

1. Most English Learners are scoring in Performance Level 3.

2. Listening and Speaking appears to be a strength for our English Learners at Gibson. Reading and Writing appears to be an area of growth for our English Learners at Gibson.

3. It is evident that there needs to be more training for teachers around the ELA/ELD framework and the importance of both integrated and designated ELD instruction.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
597	**64.7%**	**25.3%**	**0.5%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	151	25.3%
Foster Youth	3	0.5%
Homeless	32	5.4%
Socioeconomically Disadvantaged	386	64.7%
Students with Disabilities	98	16.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.8%
American Indian	3	0.5%
Asian	23	3.9%
Filipino	1	0.2%
Hispanic	372	62.3%
Two or More Races	14	2.3%
White	166	27.8%

Conclusions based on this data:

1. A large percentage of our students are socioeconomically disadvantaged.

2. A large percentage of our students are Hispanic.

3. It is evident that there needs to be professional development and training around best first instruction for vulnerable populations of students. There also needs to be professional development in Trauma Informed Education.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. It is evident that more work around ELA and Math needs to be a focus. This will include additional PD and collaboration for teachers.
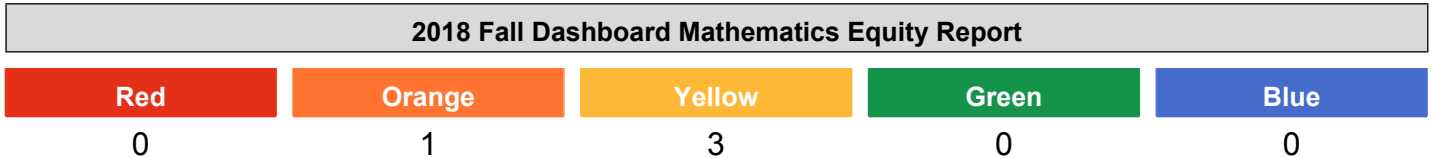
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
48.7 points below standard	66.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.6 points	Increased 17.3 points	
303 students	97 students	3 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	64 points below standard	120.3 points below standard
	Increased 3.9 points	Maintained -1.7 points
8 students	195 students	44 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5 students	1 students	10 students	1 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
60.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	28.8 points below standard
Maintained 2.3 points			Declined -4.8 points
192 students	7 students		85 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.6 points below standard	3.6 points above standard	41.8 points below standard
Increased 6.9 points	Increased 5.6 points	Declined -4.3 points
52 students	45 students	201 students

Conclusions based on this data:

1. It is evident that our site needs to investigate and focus on the needs of our students with disabilities and their ELA performance.

2. Our site needs to investigate how instruction is being differentiated within the classroom. More professional development and collaboration around best first instruction needs to be consistent across grade levels.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
73.5 points below standard	82.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.7 points	Increased	3 students
303 students	17.5 points 97 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	88 points below standard	143.7 points below standard
8 students	Increased 3.2 points	Increased 9.3 points
	195 students	44 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5 students	1 students	10 students	1 students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Orange
80.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	65.2 points below standard
Increased 3.7 points	7 students		Declined -14.1 points
192 students			85 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.5 points below standard	33.8 points below standard	71.1 points below standard
Increased	Maintained -0.3 points	Declined -9.9 points
16.9 points		
52 students	45 students	201 students

Conclusions based on this data:

1. It is evident that our site needs to investigate and focus on the needs of our students with disabilities and their math performance.

2. Our site needs to investigate how instruction is being differentiated within the classroom. More professional development and collaboration around best first instruction needs to be consistent across grade levels.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
134	25.4%	30.6%	24.6%	19.4%

Conclusions based on this data:

1. It is evident that our site needs more Professional Development around the ELA/ELD framework and integrated/designated ELD instruction.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
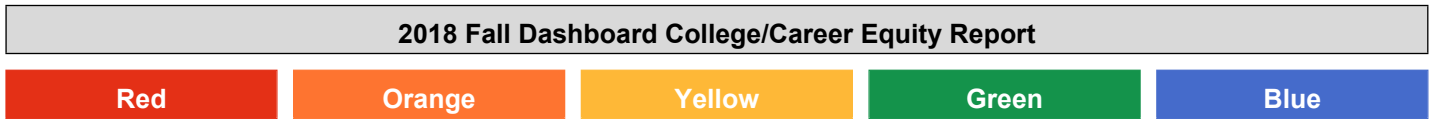
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	0
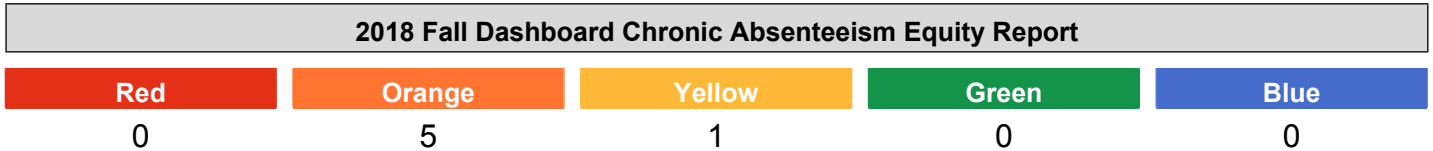
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
16.2% chronically absent	12.9% chronically absent	21.4% chronically absent
Maintained 0.1%	Increased 1%	14 students
634 students	171 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Orange
29.4% chronically absent	17.8% chronically absent	17.8% chronically absent
Declined 9.8%	Maintained 0%	Increased 2.4%
34 students	428 students	107 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
41.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	8.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
12 students	4 students	Increased 0.6%	1 students
		24 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
16.3% chronically absent	4.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	16.8% chronically absent
Declined 0.8%	Declined 1.3%	0 students	Maintained 0%
398 students	22 students		173 students

Conclusions based on this data:

1. In order to decrease chronic absenteeism our site needs to focus on engaging and rigorous first instruction in the classroom.

2. We need to increase student connectedness at the school site.

School and Student Performance Data

Academic Engagement
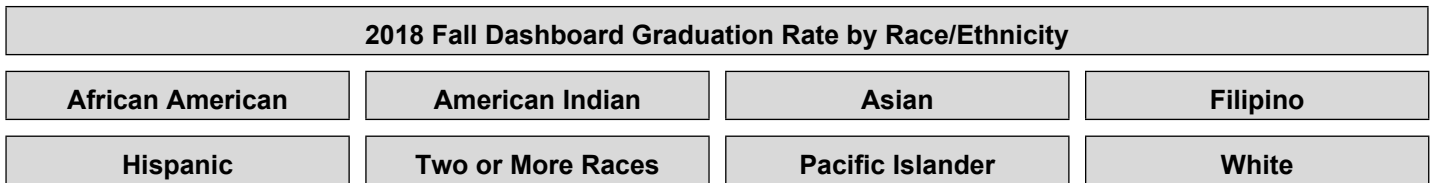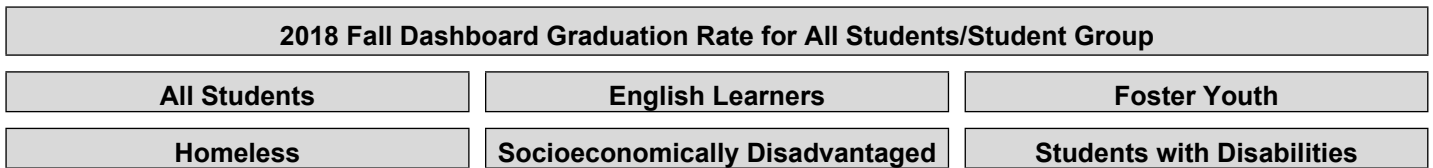## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report |

| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group |

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year |

| 2017 | 2018 |

Conclusions based on this data:

1.
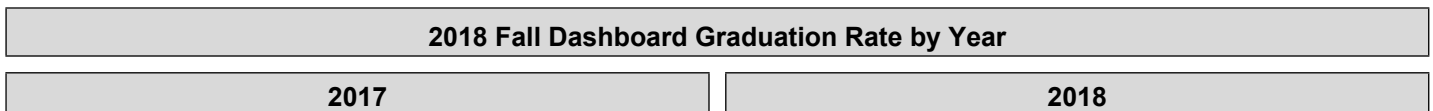
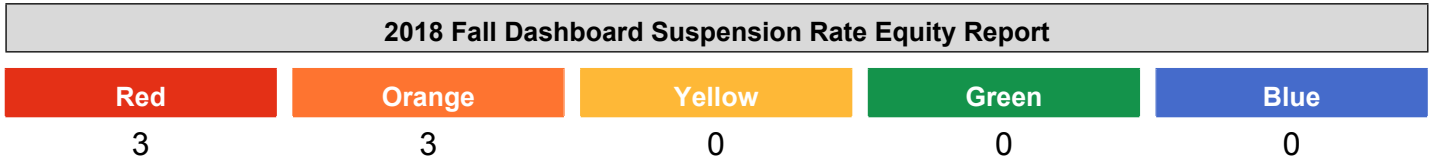# School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	3	0	0	0

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
5.8% suspended at least once	4.9% suspended at least once	5.6% suspended at least once
Increased 1.2%	Increased 0.3%	18 students
694 students	185 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Red
2.5% suspended at least once	7.2% suspended at least once	8.9% suspended at least once
Increased 2.5%	Increased 1.2%	Maintained -0.2%
40 students	461 students	112 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
8.3% suspended at least once	Less than 11 Students - Data 5 students	0% suspended at least once	Less than 11 Students - Data 1 students
12 students		Declined -3.7%	
		26 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
5.2% suspended at least once	4.3% suspended at least once	Less than 11 Students - Data 1 students	8.1% suspended at least once
Maintained -0.1%	Declined -0.9%		Increased 4.6%
440 students	23 students		186 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
8.5% suspended at least once	4.6% suspended at least once	5.8% suspended at least once

Conclusions based on this data:

1. The data illustrates that we need to focus on our suspension rate for students with disabilities; behavior plans need to be in place and implemented consistently.

2. PBIS Tier One teaching around behavior expectations needs to occur in all grade levels throughout the year.

3. Our site needs to improve student connectedness to school by hosting more activities for students within the school day and after school.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

After a thorough analysis of our schools' Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified a need to improve ELA and Math performance overall (with a specific focus on English Learners and students with disabilities). A lack of research based instructional strategies, student attendance, and a lack of staff collaboration time were identified as root causes for the gaps in student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Language Arts and Math Academic Indicator.	In ELA, the distance from standard is 48.7. In math, the distance from standard is 73.5. On the Dashboard overall, Gibson is orange in both ELA and Math.	In ELA, reduce the distance from standard by increasing the average score on the academic indicator by 10 points. In math, reduce the distance from standard by increasing the average score on the academic indicator by 10 points. The Dashboard will be yellow in both ELA and Math.
Percentage of students who reach growth targets on iReady (elementary schools) and NWEA (secondary schools) in Reading and Math.	Percentage of students meeting typical growth targets on iReady: Reading - 44% Math - 25% Percentage of students with improved placement (movement up at least one placement level): Reading - 44%	Increase the percentage of students meeting typical grow targets on iReady: Reading - 49% Math - 30% Increase the percentage of students with improved placement: Reading - 50% Math - 46%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math - 41%	
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	Currently, Gibson does not have a structure or protocols in place for Professional Learning Communities. Grade Levels self -report content of meetings. The site has recently began working with WestEd to establish a structure and protocols around analysis of student work to implement best instruction.	Develop a standard process around Professional Learning Community structures and protocols. Grade levels will become familiar with using the WestEd protocols to look at student work and implement best instruction. Grade levels will submit agendas and notes showing what protocols are being utilized, what content area is being addressed, student outcomes, and teacher outcomes.
Show Growth on the BPST, through Running Records, and through Fountas and Pinnell progress monitoring.	Currently, Gibson does not have consistent Guided Reading implementation across grades K-6. There is inconsistency in the definition/use of running records. Teachers progress monitor 3 times per year and note BPST progress. Currently Gibson does not have consistent differentiated small group instruction in grades 4-6.	Develop standard Guided Reading implementation Grades K-3. Develop common understanding and implementation of Running Records and progress monitoring using Fountas and Pinnell Benchmark Assessment three times per year. Develop common understanding and implementation of small group instruction to meet the diverse needs of learners in grades 4-6.
Percentage of students who reach annual stretch growth targets on iReady Reading and Math.	Students meeting annual stretch growth targets in Reading and Math:	Increase the percentage of students meeting annual stretch grow targets in Reading and Math:

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome	
		Reading	Math		Reading	Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Reading Math 2nd grade 81% 63% 3rd grade 62% 40% 4th grade 58% 42% 5th grade 33% 25% 6th grade 53% 51%	Reading Math 2nd grade 90% 75% 3rd grade 70% 50% 4th grade 70% 50% 5th grade 50% 40% 6th grade 65% 65%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students
Students who are English Learners
Students with Disabilities

Strategy/Activity

Provide professional learning and collaboration opportunities to support best first instruction through differentiation across content areas, utilizing assessment and supplemental instruction.

Academic Conferences
Sub/Release time for data analysis, professional learning opportunities, collaboration
Common Planning time to support PLCs
Materials and supplies to support differentiated instruction
Materials and supplies to support teacher professional development
Before/After School Intervention
Materials and supplies that support instruction
Materials and supplies for before/after school intervention
Leveled library titles
Instructional technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
26988	Title I Part A: Basic Grants Low-Income and Neglected
35546	Supplemental/Concentration

6000	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate high school and be competitively college and career ready through personalized learning.

Goal 2

All students will graduate high school and be competitively college and career ready through personalized learning.

Identified Need

Gibson Elementary needs to provide exposure to college/career and VAPA opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts.	Currently, Gibson students have limited access to visual and performing arts opportunities.	Develop communication plans with representatives at middle school and high school to explore opportunities for presentations, assemblies, plays, and performances at Gibson
Increase opportunities for hands-on experiences with Science and Social Studies.	Currently, Gibson students have limited access to hands-on experiences with Science and Social Studies.	Increase hands-on opportunities three times per year for Science. Increase experiential opportunities two times per year for Social Studies.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
Students who are English Learners
Students with Disabilities

Strategy/Activity

Gibson will provide additional opportunities for students to explore VAPA, STEAM, and careers

Assemblies and Performances
Art opportunities after school (Yolo Arts Ceramics Program)
Begin the planning process for a site science fair.
California Weekly Explorer- Walk Through History
Supplemental Science Materials, Supplies, and Resources

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

Amount(s)	Source(s)
10000	Supplemental/Concentration
500	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be successful through the development of targeted and coherent systems of support.

Goal 3

All students will be successful through the development of targeted and coherent systems of support.

Identified Need

After a thorough analysis of our schools Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified a need to improve MTSS processes and procedures at Gibson Elementary. A lack of understanding regarding Tier One instruction and Tier One interventions for both academics and behavior, along with a lack of school connectedness, were identified as a potential root causes for increased suspensions, increased referrals for behaviors and increased referrals for special education assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	According to the CA Dashboard, in the 17/18 school year, 103 students were considered chronically absent. This equates to 16.2%	We will decrease the number of students who are chronically absent to 13% on the CA Dashboard.
Increase student sense of safety and school connectedness.	Currently, there is no baseline data to measure the sense of safety and school connectedness.	Using the California Healthy Kids Survey data, staff will determine a baseline which illustrates students sense of safety and school connectedness. A goal will be set around increasing the amount of students reporting that they feel safe and connected to the school.
Ensure access to extended learning opportunities.	Students have limited access to before/after school intervention sessions. There has only been one 6 week session offered to students in grades 4-6.	Increase the number of intervention sessions to 2 with in the 19/20 school year. Increase the number of grade levels who have access to the intervention sessions to include grades 1-3.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
Students who are English Learners
Students with Disabilities

Strategy/Activity

Continue to implement and refine Tier 1 MTSS process through systems that improve student access to core curriculum.

Sub/Release time for data analysis, professional learning opportunities, collaboration
Common Planning time to support the MTSS process
Restorative Practices training
Continued PBIS implementation
Conflict manager support and training
Counseling curriculum (SEL)
Monthly attendance campaigns
Increased library titles that reflect student demographic
Student Council Activities
After School Activities/Intervention
Incentives and Assemblies
Additional after school supervision
Teacher in Charge
Additional supervision for Alliance Redwoods in an effort to increase student safety and build teacher/student relationships (school connectedness).

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

Amount(s)	Source(s)
10000	Supplemental/Concentration
10000	Title I Part A: Basic Grants Low-Income and Neglected
2200	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

After a thorough analysis of our schools' Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified a need to improve academic outcomes for students who are English learners at Gibson. A lack of understanding of the purpose and implementation of the ELA/ELD framework and designated/integrated ELD were identified as the root causes of the need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	For the 2017-2018 school year, our reclassification rate was 11.8%.	Increase the reclassification rate to 15%.
Show growth on the English Learner Progress Indicator (CA School Dashboard).	Currently, there is not information on the CA Dashboard that reports growth on the English Learner Progress Indicator.	Once the English Learner Progress data becomes available, a baseline and goal for growth will be set.
Decrease the number of Long Term English Learners (middle and high school only).		
Increase the number of State Seals of Biliteracy awarded to students (high school only).		

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are English Learners

Strategy/Activity

Provide professional learning and collaboration opportunities to support best first instruction through differentiation across content areas, utilizing assessment and supplemental instruction with a focus on the needs of English Learners.

EL Specialist and classroom teacher data analysis, progress monitoring, and collaboration around integrated and designated ELD instruction.
ELPAC assessment
EL Specialist meetings
Professional Development opportunities for staff (ELA/ELD framework)
Before/After school intervention specific to the needs of English Learners
Supplemental materials and resources to support intervention and supplemental instruction
Home-school communication and outreach for parents and students
CABE conference attendance (registration, travel and lodging) to build family and community awareness of the needs of English Learners
Parent liaison to assist parents of English Learners in navigating the educational process and environment.
Interpreters and written translations to support parents of English Learners.
Reclassification ceremony to celebrate English Learner progress and achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20000	Supplemental/Concentration
5000	Title I Part A: Basic Grants Low-Income and Neglected
500	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

After our comprehensive needs assessment with school stakeholders, the school identified a need to improve stakeholder involvement.   A lack of family/school community was identified as a potential root cause for increased suspensions, increased referrals for behaviors, and increased referrals for special education assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	A baseline for determining if the attendance at SSC, ELAC, and PTA meetings is representative of Gibson's student demographics will be established this year.	Once the baseline is established, we will set specific goals around attendance. Multiple means of communication to convey meeting dates and content will be investigated. A parent survey of which mode of communication is most effective will be implemented
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	A baseline for determining this will be established this year.	Once a baseline is established, school staff will investigate multiple means of communication to convey the survey window time-frame. Administration will actively monitor survey completion.
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	Currently, the percentage of Gibson families accessing the Aeries portal is 19.64%.	Increase the percentage of Gibson families accessing the Aeries portal to 25%.
Increase the number of after school parent involvement opportunities	Currently, Gibson offers few opportunities for parent involvement after school. Back to School Night, Open House, and Band Concerts are the	Gibson will increase the amount of opportunities for parents to attend sessions focused on academics and behavior.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	only opportunities outside of the SSC, ELAC, and PTA meetings.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students
Students who are English Learners
Students with Disabilities

Strategy/Activity

Increase and improve stakeholder involvement by engaging with families in meaningful ways.

Bilingual interpreter
Parent involvement opportunities
Home/school communication
Community-building events and celebrations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,066	Title I Part A: Parent Involvement
7500	Supplemental/Concentration
4000	Title I Part A: Basic Grants Low-Income and Neglected
472.95	Site Discretionary

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$47,054
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$139,772.95

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$45,988.00
Title I Part A: Parent Involvement	$1,066.00

Subtotal of additional federal funds included for this school: $47,054.00

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 ($)
Site Discretionary	$9,672.95
Supplemental/Concentration	$83,046.00

Subtotal of state or local funds included for this school: $92,718.95

Total of federal, state, and/or local funds for this school: $139,772.95

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Nicole Kent	Principal
Kathy Harrison	Classroom Teacher
Aimee Daniels	Classroom Teacher
Rachel White	Classroom Teacher
Belen Magallo	Other School Staff
Michael Juarez	Parent or Community Member
Sean Fuller	Parent or Community Member
Brian Ash	Parent or Community Member
Ana Ramirez	Parent or Community Member
Federico Ara	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.

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Nicole Kent
Gibson Elementary School

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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
Sonia G Cadena [Clear]	☐ State Compensatory Education Advisory Committee
[signature] [Clear]	☑ English Learner Advisory Committee
Anna M Chavez [Clear]	☐ Special Education Advisory Committee
[signature] [Clear]	☐ Gifted and Talented Education Program Advisory Committee
Maria Pantoja [Clear]	☐ District/School Liaison Team for schools in Program Improvement
Maria Teresa Magaña [Clear]	☐ Compensatory Education Advisory Committee
Amabil Echevarria [Clear]	☐ Departmental Advisory Committee
Analiny Martinez [Clear]	☐ Other:

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 **5/6/19**

Attested:

[signature] nicole Kent [Clear]	Principal, Nicole Kent on NICOle Kent 5-6-2019
[signature] [Clear]	SSC Chairperson, on Kathy Harrison 5-6-2019