

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gibson Elementary School	57727100000000	5/11/22	6/16/22

## 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

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

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

### **STUDENT INPUT**

Student input was gathered through a survey focused on the school climate and safety in December 2021 in which 170 students in grades 3-6 responded. Students provided suggestions including increased supervision, structured recess, and improved instruction involving technology.

These suggestions were added into this plan in Goal 2 with the addition of the "Let's Get Moovin" coaches for Wednesday and Friday structured sports games during TK-6th grade lunch recess, funding for a temporary noon duty supervisory at both morning and lunch recess, and funding for teacher professional development/conferences like Computer Using Educations (CUE) so that teachers can learn to use our existing programs to engage students during instruction. Additional information from students was gathered through the California Healthy Kids Survey from grade 5.

On March 28, 2022, a team of 8 Gibson staff members from the Site Leadership Team conducted an in-depth review of Gibson students' performance data, specifically academic performance, attendance, and suspension rate. The following areas of need were identified: Social-Emotional Learning and student growth and progress, higher suspension rates for hands-on behavior than in previous years, increased percentages of chronic absenteeism, lack of structured support and supervision during recess/lunch recess time, student interest in using standards-based assessment tools. The SLT proposed actions and strategies to support these needs.

Needs assessment meetings were held with ELAC on December 8, 2021, January 12, 2022, and February 9, 2022. Improving upon social-emotional learning, physical and emotional safety, and afterschool intervention and supports were recommended by ELAC in order to move the school forward.

A needs assessment was completed with School Site Council on March 16, 2022. Focusing on Goal 1, SSC recommended adding additional visual and performing arts opportunities within the school day, field trips and experiences both on and off of campus related to culture and VAPA, materials and supplies plus training for teachers in visual arts, and bringing in community partnerships to host a college/career event or monthly stations/rotations similar to the circa 1990 Gibson May Magic event.

ELAC reviewed the draft SPSA on April 6, 2022 and declined to provide additional feedback, approving unanimously as presented. The staff provided additional feedback on April 13th in that if

additional funding became available, teachers would like to see additional site supervision provided at recess and lunch duty/recess. School site council reviewed the plan, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 11, 2022.

## 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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	83	84	77
Grade 1	56	58	50
Grade 2	71	53	55
Grade3	67	72	48
Grade 4	86	68	64
Grade 5	68	75	67
Grade 6	80	68	72
<b>Total Enrollment</b>	511	478	433

### Conclusions based on this data:

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	123	98	87	24.1%	20.5%	20.1%
Fluent English Proficient (FEP)	50	51	50	9.8%	10.7%	11.5%
Reclassified Fluent English Proficient (RFEP)	23	21	10	15.2%	17.1%	10.2%

### Conclusions based on this data:

1. Just as school wide enrollment has declined, so has the number and percentage of English Learners enrolled at Gibson.
2. Percentage of Fluent English Proficient students increased, though only slightly.
3. Percentage of Reclassified Fluent English Proficient students decreased between 19-20 and 20-21.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	80	58	43	78	57	0	78	57	0	97.5	98.3	0.0
Grade 4	75	77	58	71	77	0	71	77	0	94.7	100	0.0
Grade 5	81	63	60	80	62	0	80	62	0	98.8	98.4	0.0
Grade 6	95	77	69	93	77	0	93	77	0	97.9	100	0.0
All Grades	331	275	230	322	273	0	322	273	0	97.3	99.3	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2400.	2404.		12.82	17.54		20.51	22.81		34.62	24.56		32.05	35.09	
Grade 4	2399.	2449.		7.04	20.78		15.49	22.08		22.54	24.68		54.93	32.47	
Grade 5	2475.	2468.		12.50	14.52		26.25	20.97		25.00	22.58		36.25	41.94	
Grade 6	2462.	2508.		5.38	11.69		19.35	36.36		25.81	24.68		49.46	27.27	
All Grades	N/A	N/A	N/A	9.32	16.12		20.50	26.01		27.02	24.18		43.17	33.70	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	17.54		50.00	54.39		34.62	28.07	
Grade 4	14.08	22.08		45.07	50.65		40.85	27.27	
Grade 5	16.25	19.35		52.50	43.55		31.25	37.10	
Grade 6	7.53	17.11		38.71	38.16		53.76	44.74	
All Grades	13.04	19.12		46.27	46.32		40.68	34.56	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.82	7.02		42.31	59.65		44.87	33.33	
Grade 4	4.23	12.99		38.03	57.14		57.75	29.87	
Grade 5	13.75	16.13		55.00	38.71		31.25	45.16	
Grade 6	12.90	15.58		26.88	58.44		60.22	25.97	
All Grades	11.18	13.19		40.06	53.85		48.76	32.97	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	21.05		65.38	63.16		19.23	15.79	
Grade 4	8.45	16.88		64.79	61.04		26.76	22.08	
Grade 5	8.75	14.52		68.75	62.90		22.50	22.58	
Grade 6	6.45	9.09		62.37	71.43		31.18	19.48	
All Grades	9.63	15.02		65.22	64.84		25.16	20.15	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.67	12.28		51.28	56.14		32.05	31.58	
Grade 4	5.63	15.79		40.85	52.63		53.52	31.58	
Grade 5	16.25	19.35		58.75	43.55		25.00	37.10	
Grade 6	16.13	20.78		41.94	50.65		41.94	28.57	
All Grades	13.98	17.28		48.14	50.74		37.89	31.99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Since 2016-17, there has been steady growth in students' reading achievement scores.
2. Percentage of all students not meeting standard has decreased in all areas of English Language Arts/Literacy. The biggest deficit appears to be in Reading - with 34.56 of students not meeting standard.

3. It is evident that more professional development among teachers for foundational reading is necessary and explicit teaching using evidence based practices for Tier I and II are needed for students.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	80	58	43	78	57	0	78	57	0	97.5	98.3	0.0
Grade 4	75	77	58	72	76	0	72	76	0	96	98.7	0.0
Grade 5	81	63	60	80	62	0	80	62	0	98.8	98.4	0.0
Grade 6	95	77	69	95	77	0	95	77	0	100	100	0.0
All Grades	331	275	230	325	272	0	325	272	0	98.2	98.9	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2387.	2407.		6.41	10.53		17.95	26.32		29.49	28.07		46.15	35.09	
Grade 4	2411.	2444.		5.56	9.21		9.72	17.11		30.56	46.05		54.17	27.63	
Grade 5	2462.	2436.		8.75	6.45		13.75	8.06		31.25	20.97		46.25	64.52	
Grade 6	2443.	2479.		4.21	5.19		12.63	14.29		23.16	40.26		60.00	40.26	
All Grades	N/A	N/A	N/A	6.15	7.72		13.54	16.18		28.31	34.93		52.00	41.18	

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.26	21.05		33.33	31.58		56.41	47.37	
Grade 4	8.33	20.00		20.83	30.67		70.83	49.33	
Grade 5	11.25	8.06		25.00	19.35		63.75	72.58	
Grade 6	8.42	10.67		23.16	34.67		68.42	54.67	
All Grades	9.54	14.87		25.54	29.37		64.92	55.76	

### 2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.97	19.30		44.87	47.37		46.15	33.33	
Grade 4	6.94	10.67		33.33	42.67		59.72	46.67	
Grade 5	8.75	11.29		43.75	25.81		47.50	62.90	
Grade 6	5.26	7.79		32.63	45.45		62.11	46.75	
All Grades	7.38	11.81		38.46	40.59		54.15	47.60	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.82	15.79		53.85	57.89		33.33	26.32	
Grade 4	8.33	20.00		27.78	37.33		63.89	42.67	
Grade 5	6.25	6.45		48.75	33.87		45.00	59.68	
Grade 6	5.26	8.00		37.89	44.00		56.84	48.00	
All Grades	8.00	12.64		42.15	42.75		49.85	44.61	

2019-20 Data:

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**Conclusions based on this data:**

1. The overall achievement of all students has increased in Math. Percentage of all students not meeting standards has decreased, and the percentage of all students who are at or near standard has increased.
2. The biggest deficit is concepts and procedures with 55.76% of students not meeting standards.
3. It is evident that more collaboration, analysis of student work, and evidence-based practices around Mathematics needs to occur.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1363.6	1424.8	1380.6	1376.8	1438.5	1401.5	1332.7	1393.0	1331.6	25	21	24
<b>1</b>	1441.0	1339.5	1421.3	1447.6	1350.6	1459.2	1433.8	1328.4	1383.0	22	11	13
<b>2</b>	1472.1	1448.8	1457.7	1469.9	1460.8	1475.6	1473.9	1436.1	1439.5	22	12	11
<b>3</b>	1484.7	*	*	1485.5	*	*	1483.5	*	*	21	8	9
<b>4</b>	1506.9	1503.3	1503.1	1511.1	1505.7	1503.3	1502.2	1500.4	1502.5	18	18	11
<b>5</b>	1479.3	1540.8	*	1469.7	1547.4	*	1488.4	1533.5	*	11	18	8
<b>6</b>	1476.5	*	1540.6	1468.8	*	1561.5	1483.5	*	1519.2	15	8	12
<b>All Grades</b>										134	96	88

### 2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	4.76	8.33	*	47.62	16.67	*	38.10	33.33	*	9.52	41.67	25	21	24
<b>1</b>	*	0.00	0.00	*	18.18	23.08	*	45.45	23.08	*	36.36	53.85	22	11	13
<b>2</b>	*	8.33	0.00	*	33.33	27.27		50.00	63.64	*	8.33	9.09	22	12	11
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	21	*	*
<b>4</b>	*	27.78	9.09	*	33.33	36.36	*	22.22	45.45	*	16.67	9.09	18	18	11
<b>5</b>	*	22.22	*	*	50.00	*	*	27.78	*	*	0.00	*	11	18	*
<b>6</b>	*	*	18.18	*	*	45.45	*	*	27.27	*	*	9.09	15	*	11
<b>All Grades</b>	25.37	12.50	5.75	30.60	37.50	28.74	24.63	34.38	35.63	19.40	15.63	29.89	134	96	87

### 2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	19.05	12.50	*	38.10	20.83	*	28.57	37.50	*	14.29	29.17	25	21	24
<b>1</b>	54.55	9.09	38.46	*	45.45	7.69	*	9.09	38.46	*	36.36	15.38	22	11	13
<b>2</b>	*	16.67	18.18	*	50.00	36.36		25.00	45.45	*	8.33	0.00	22	12	11
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	21	*	*
<b>4</b>	*	33.33	27.27	*	44.44	45.45		11.11	18.18	*	11.11	9.09	18	18	11
<b>5</b>	*	55.56	*	*	44.44	*	*	0.00	*	*	0.00	*	11	18	*
<b>6</b>	*	*	45.45	*	*	45.45	*	*	9.09	*	*	0.00	15	*	11
<b>All Grades</b>	40.30	26.04	24.14	30.60	42.71	31.03	11.19	15.63	26.44	17.91	15.63	18.39	134	96	87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	44.00	19.05	4.17	*	76.19	75.00	*	4.76	20.83	25	21	24
<b>1</b>	63.64	9.09	23.08	*	45.45	76.92	*	45.45	0.00	22	11	13
<b>2</b>	63.64	25.00	9.09	*	66.67	81.82	*	8.33	9.09	22	12	11
<b>3</b>	*	*	*	52.38	*	*	*	*	*	21	*	*
<b>4</b>	*	38.89	27.27	61.11	44.44	72.73	*	16.67	0.00	18	18	11
<b>5</b>	*	11.11	*	*	88.89	*	*	0.00	*	11	18	*
<b>6</b>	*	*	27.27	*	*	63.64	*	*	9.09	15	*	11
<b>All Grades</b>	42.54	19.79	18.39	38.81	62.50	67.82	18.66	17.71	13.79	134	96	87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	23.81	16.67	*	52.38	41.67	*	23.81	41.67	25	21	24
<b>1</b>	50.00	0.00	30.77	*	63.64	46.15	*	36.36	23.08	22	11	13
<b>2</b>	54.55	8.33	27.27	*	83.33	72.73	*	8.33	0.00	22	12	11
<b>3</b>	*	*	*	*	*	*	*	*	*	21	*	*
<b>4</b>	77.78	44.44	54.55	*	55.56	36.36	*	0.00	9.09	18	18	11
<b>5</b>	*	83.33	*	*	16.67	*	*	0.00	*	11	18	*
<b>6</b>	*	*	72.73	*	*	27.27	*	*	0.00	15	*	11
<b>All Grades</b>	48.51	34.38	35.63	31.34	51.04	41.38	20.15	14.58	22.99	134	96	87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	4.76	0.00	72.00	85.71	58.33	*	9.52	41.67	25	21	24
<b>1</b>	*	0.00	0.00	*	36.36	15.38	*	63.64	84.62	22	11	13
<b>2</b>	*	8.33	0.00	*	50.00	63.64	*	41.67	36.36	22	12	11
<b>3</b>		*	*	52.38	*	*	*	*	*	21	*	*
<b>4</b>	*	16.67	9.09	61.11	50.00	45.45	*	33.33	45.45	18	18	11
<b>5</b>	*	11.11	*	*	77.78	*	*	11.11	*	11	18	*
<b>6</b>		*	9.09	*	*	45.45	80.00	*	45.45	15	*	11
<b>All Grades</b>	14.18	7.29	3.45	47.76	61.46	43.68	38.06	31.25	52.87	134	96	87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	28.57	12.50	44.00	57.14	16.67	*	14.29	70.83	25	21	24
<b>1</b>	*	9.09	0.00	50.00	45.45	53.85	*	45.45	46.15	22	11	13
<b>2</b>	*	0.00	0.00	59.09	66.67	72.73	*	33.33	27.27	22	12	11
<b>3</b>	*	*	*	76.19	*	*	*	*	*	21	*	*
<b>4</b>	*	22.22	9.09	77.78	72.22	72.73	*	5.56	18.18	18	18	11
<b>5</b>	*	16.67	*	*	77.78	*	*	5.56	*	11	18	*
<b>6</b>		*	0.00	80.00	*	81.82	*	*	18.18	15	*	11
<b>All Grades</b>	14.18	15.63	4.60	61.19	65.63	54.02	24.63	18.75	41.38	134	96	87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Grades K and 5th have the most growth in all areas of the ELPAC (English Language Proficiency Assessments for California) and overall between the 17-18 and 18-19 school years.
2. The areas of speaking, listening and writing have 80% of students scoring in the 'well-developed' and 'somewhat/moderately' performance levels. However, only 68% of students are achieving in those same performance bands in reading.
3. It is evident that training on best practices for integrated and designated ELD (English Language Development) instruction is needed at Gibson as well as as ongoing training on and implementation of the English Learner Roadmap, English Language Arts/English Language Development (ELA/ELD) framework, vocabulary and reading skills.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>433</b>	<b>56.1</b>	<b>20.1</b>	<b>1.2</b>
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	87	20.1
Foster Youth	5	1.2
Homeless	8	1.8
Socioeconomically Disadvantaged	243	56.1
Students with Disabilities	83	19.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.3
American Indian or Alaska Native	5	1.2
Asian	12	2.8
Filipino	2	0.5
Hispanic	295	68.1
Two or More Races	11	2.5
Native Hawaiian or Pacific Islander		
White	92	21.2

### Conclusions based on this data:

1. A large percentage of Gibson students (more than half of the school) are socioeconomically disadvantaged and may need support from the school and community in relation to school supplies and food.

2. Of school's student enrollment, 20% are English Learners, with Spanish as their primary language.
3. Based on the student population, 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 and implementation of Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), and relationship-building.







# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. It is evident that continuing work in research-based practices and strategies for English-Language Arts and Math needs to continue.
2. 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 moving from Green to Blue.
3. Increasing incentives and parent involvement are necessary to further reduce chronic absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts

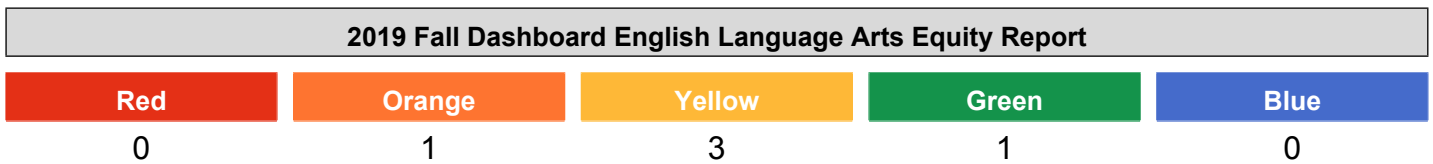
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 22 points below standard Increased Significantly ++23 points 286	<p><b>English Learners</b></p> Yellow 48.9 points below standard Increased ++13.3 points 89	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 40.3 points below standard Increased Significantly ++19.7 points 185	<p><b>Students with Disabilities</b></p> Orange 77.2 points below standard Increased ++3.1 points 50

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 14.8 points above standard 12	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 39.8 points below standard Increased Significantly ++15.7 points 185	 No Performance Color Less than 11 Students	 No Performance Color 0 Students	 Green 6.9 points above standard Increased Significantly ++34.1 points 74

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.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
96.3 points below standard Increased Significantly ++18.7 points 45	0.4 points below standard Declined -4 points 44	11.7 points below standard Increased Significantly ++26.5 points 186

**Conclusions based on this data:**

- While all subgroups and ethnicities showed improvement, all remain below grade level (between 22 points below standard). Good first instruction is taking place and the strategies teachers are using are effective, given the continuing positive trajectory of the scores.
- English Learners (96.3 points below standard) and Students with Disabilities (77 points below standard) remain significantly below grade level.
- Gibson's focus needs to be on differentiation, rigor, relevance, and engagement, specifically Guided Reading and Small Group Instruction, within each classroom setting. This will be achieved through professional development, collaboration, implementation and accountability measures.

# School and Student Performance Data

## Academic Performance Mathematics

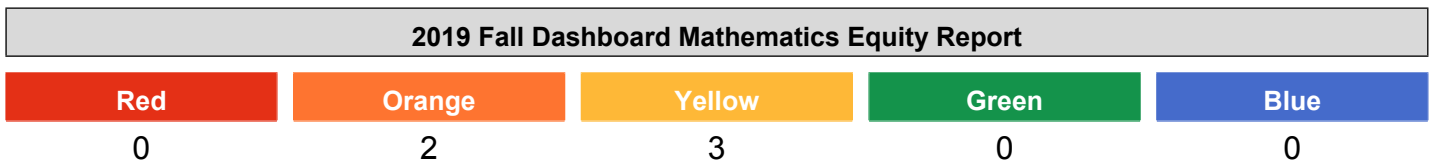
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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









This section provides number of student groups in each color.



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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 55.3 points below standard Increased Significantly ++15.6 points 285	<p><b>English Learners</b></p> Orange 78.1 points below standard Maintained ++1.3 points 89	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 69 points below standard Increased Significantly ++16 points 184	<p><b>Students with Disabilities</b></p> Orange 103.7 points below standard Increased ++6.2 points 50

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 36.1 points below standard 12	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 69.1 points below standard Increased ++7.7 points 185	 No Performance Color Less than 11 Students		 Yellow 27.9 points below standard Increased Significantly ++36.2 points 73

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.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129 points below standard Declined -12.3 points 45	26.1 points below standard Increased ++7.7 points 44	46.8 points below standard Increased Significantly ++21.8 points 185

#### Conclusions based on this data:

1. Though students who are socioeconomically disadvantaged and those with disabilities showed significant improvement in math, they remain below standard.
2. Math performance remains 55.3 points below standard. Gibson's focus needs to be on differentiation, rigor, relevance, and engagement within each classroom setting with an emphasis on number sense.
3. This will be achieved through professional development, collaboration, implementation and accountability measures.

# School and Student Performance Data

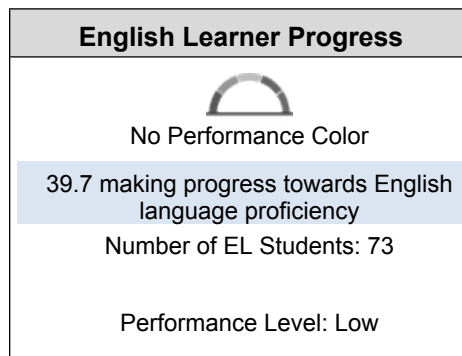
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 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.

### 2019 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
13.6	46.5	2.7	36.9

#### Conclusions based on this data:

1. A large percentage of students are making progress towards English language proficiency.
2. It is evident that training on best practices for integrated and designated ELD instruction is needed at Gibson as well as as ongoing training on and implementation of the English Learner Roadmap (EL Roadmap) and English Language Arts/English Language Development (ELA/ELD) framework.
3. Gibson school needs to review further data to explore why 13.6% of students are regressing on their language acquisition and why 46.5 have not progressed.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.



<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

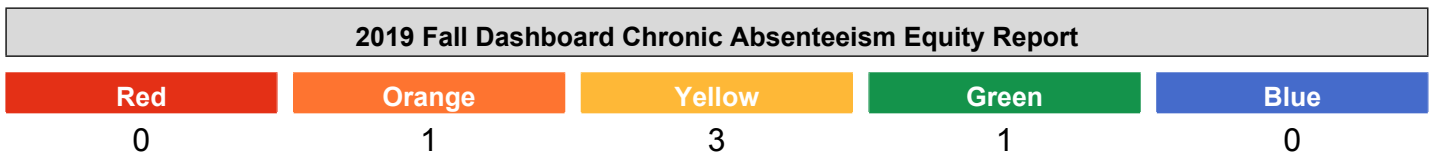
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 13.1 Declined Significantly -3.2 521	<p><b>English Learners</b></p>  Green 8.1 Declined -4.7 123	<p><b>Foster Youth</b></p>  No Performance Color 21.4 Maintained 0 14
<p><b>Homeless</b></p>  No Performance Color 50 Increased +20.6 14	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 15.4 Declined -2.4 338	<p><b>Students with Disabilities</b></p>  Yellow 15.9 Declined -1.8 88

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 4.5 Declined -3.8 22	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.1 Declined Significantly -4.2 330	 No Performance Color 5 Increased +0.5 20	 No Performance Color Less than 11 Students	 Orange 16.9 Maintained +0.1 136

**Conclusions based on this data:**

1. In order to decrease chronic absenteeism, Gibson needs to focus on engaging, culturally relevant and responsive instruction.
2. In order to decrease chronic absenteeism, Gibson needs to increase student connectedness and emotional and physical safety at the school site.
3. Students with disabilities and those who are categorized as socio-economically disadvantaged (SED) remain in yellow, indicating that those are two significant subgroups that require additional intervention and supports.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

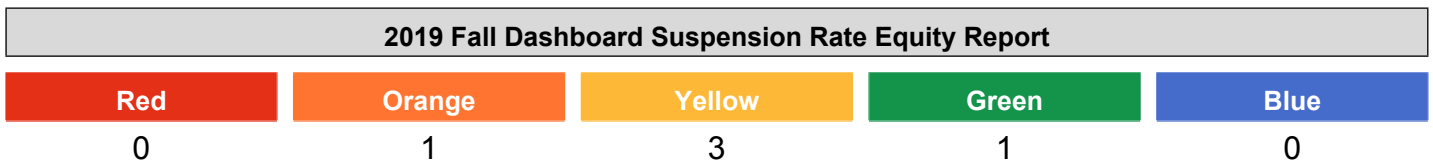
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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



This section provides number of student groups in each color.









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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>2.8</p> <p>Declined Significantly -2.9</p> <p>530</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>3.9</p> <p>Declined -1</p> <p>129</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0</p> <p>Declined -5.6</p> <p>15</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>6.3</p> <p>Increased +3.8</p> <p>16</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>4.1</p> <p>Declined Significantly -3.1</p> <p>345</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>6.7</p> <p>Declined -2.2</p> <p>89</p>



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students acy	 No Performance Color Less than 11 Students	 No Performance Color 0 Maintained 0 22	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.8 Declined Significantly -1.4 338	 No Performance Color 0 Declined -4.3 20		 Green 0.7 Declined -7.3 136

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.8	2.8

**Conclusions based on this data:**

1. The data illustrates that we need to focus on reducing Gibson's suspension rate for students who are homeless and students with disabilities.
2. Positive Behavioral Interventions and Supports (PBIS) expectations for students, teaching practices, restorative practices, and alternative means of correction need to be implemented with fidelity across campus.
3. Gibson needs to improve student connectedness to school and build strong relationships peer-to-peer and staff-to-student.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts (VAPA).	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).	All 4-6 graders will have the opportunity to participate in instrumental band. All teachers will produce and teach one VAPA lesson per trimester (may be facilitated by an art docent or substituted by assembly or field trip). All students may participate in or view the talent show/annual student performance.
Attendance rate at and positive feedback regarding a College and Career Awareness Event.	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.	Students in K-2 and 3-6 will have the opportunity to explore various colleges and/or careers during an Awareness event on campus (1-day to 1-week in length during the school day). Pathways, career choices, community, and 4-year colleges may be showcased. This may resemble "May Magic", a tradition at Gibson from the '90s.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Provide access and opportunities for students TK-6 will receive one VAPA lesson per trimester within the school day provided by the classroom teacher or art docent (this could also be an assembly or field trip or alternative learning experience). In conjunction with community and PTA partners, Gibson will host a College and/or Career Awareness event to take place during the school day.

#### Materials and supplies

Professional development - conference or contract for VAPA

Outside contracts and extra time for teachers providing VAPA instruction

Planning and collaboration time (substitute or timesheet)

Field trips (to include transportation and tickets)

On-site learning experiences and assemblies (grade level or school-wide)

Child care/supervision

Costumes

Showcase and performance costs

### 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)

3380

Source(s)

Supplemental/Concentration

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Gibson was able to provide hands-on opportunities for students to participate in visual arts opportunities for all students within their classrooms as lessons, and instrumental music to grades 4-6 as planned. Attendance was low in instrumental music. VAPA field trips did not take place, but a ceramics residency for grades 4-6 took place with the support of YoloArts.

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

Due to COVID, hiring additional staff and substitutes were not viable options. Shortages were experienced across all personnel areas. Field trips were unavailable the majority of the school year based on COVID restrictions with WJUSD and the surrounding counties.

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

Based on feedback, Gibson will add more experiences within the school day and remove art journals from this goal. Gibson will keep the Career Day/College Awareness event but stretch it across the year using the "May Magic" model. Walk through History performances will continue for grades 4-6. These can be viewed in Goal 1.1 of the 21-22 SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

Based on a review of the California Dashboard, internal assessments and iReady during the needs assessment process with stakeholder groups, Gibson has identified the need to improve ELA (English Language Arts) and Math performance overall (with a specific focus on reading, math vocabulary, number sense, fact fluency, and concepts and procedures in mathematics). Low expectations of students, lack of rigor, and inconsistent use of adopted curriculum are all factors to the low achievement scores. In addition, inconsistent use of available assessments intended to drive instruction, limited time and structure to collaborate with colleagues, and not utilizing instructional time effectively have also been factors. The CHKS (California Healthy Kids Survey) and parent component of that survey echoed the lack of rigor and expectations in the classroom and the lack of relationships directly impacted student attendance. Through the PBIS survey, students notified Gibson that they feel safest in the classroom and enjoy the PBIS digital rewards system and badging, but remain concerned about bullying on the playground. A focus on engaging, rigorous, culturally relevant resources with the use of supplemental curriculum and training staff to teach through a trauma-informed lens will positively impact student achievement, climate, and culture. Involving families in the education of their student will also be a part of this goal.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA and Math Academic Indicator.	As measured by SBAC, students overall are 22 points below standard in ELA (yellow on the CA dashboard) and 55.2 points below standards in Math (also yellow on the CA dashboard).	Gibson students will show at least a 5 point increase, and decrease the distance from the standard in ELA and Math. This may continue to place Gibson in the yellow on the CA dashboard, but will show an increase to scores.
Performance level on English Learner Progress Indicator	36.9% of English Learners progressed at least one ELPI level, showing movement toward English language proficiency.	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.
Percentage of students in both the Meets and Exceeds	Of the students who took the SBAC in 2019, 42% either met	Gibson will increase the percentage of students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	or exceeded the standard in ELA.	meeting or exceeding the standard in English-Language Arts by 3%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	Of the students who took the SBAC in 2019, 23.9% either met or exceeded the standard in ELA.	Gibson will increase the percentage of students meeting or exceeding the standard in English-Language Arts by 5%.
Number of students who are chronically absent	According to the Data Quest report from the CA Department of Education 2020-2021, 22.1% (98/444) of students at Gibson were considered chronic absentees. a drastic increase from 19-20 (13%). English Learners (EL) have a 34.7% chronic absenteeism rate, and students with disabilities (SWD) also exceed the school wide rate at 29.9%.	Gibson will reduce the percentage of total chronic absentees to 10%. Our focus in this area will be to reduce unexcused absences without communication or Dr/Court notices, and reducing the overall percentages for ELs (English Learners) and SWD (students with disabilities).
Student sense of safety and school connectedness	<p>In 20-21: Just 35 of 60 fifth graders took the survey (58% participation). 71% felt connected to school, while 78% felt pride in their school and 69% felt safe at school most or all of the time.</p> <p>Baseline from 2019-20: Only 34 of 74 fifth graders took the survey (46% participation). 68% felt connected to school, while 70% felt pride in their school and 73% felt safe at school all or most of the time.</p>	Gibson will increase the student participation in the CHKS to 75% and the three key indicators to 75%.
Suspension rate	<p>20-21: According to the DataQuest report from the CA Department of Education, 0 students were suspended.</p> <p>Baseline from 19-20: Approx 14 (2.8%) students were suspended at least according to the 2019 Fall Dashboard data.</p>	Gibson will continue to reduce suspensions for all students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/family satisfaction on Healthy Kids Survey, on key indicators	No data available due to lack of participation in 19-20 Baseline: To be determined from the 2021 data (not available at time of SPSA approval)	Gibson will strive to have 50% of student's parents complete the parent/family satisfaction, with 65% of those families rating Gibson "high" on key indicators.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	Mid-year Growth Targets according to iReady in Spring of 2022: Reading: 28% of students met their typical growth target. 35% moved up at least one placement level. Math: 21% of students met their typical growth target. 35% moved up at least one placement level.	We will increase the percentage of students meeting their growth targets by 10% in both academic areas of ELA and Math by the mid-year diagnostic. Gibson will increase the percentage of students who move up at least one placement level in ELA and Math by the mid-year diagnostic by 10%.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

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

### Strategy/Activity

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

#### Improving Instruction and Student Achievement

- Materials and Supplies to support instruction, differentiation, intervention, enrichment, and professional development (includes copy machine leases, clicks, paper, student planners, library and classroom texts)

- Professional development for staff - conferences, trainings, books, webinars for staff (Computer Using Educators (CUE), TK/Kinder Conference, ACSA Leadership Summit, Guided Reading, Differentiation, Math coaching, etc.)

- Instructional technology to support classroom instruction (examples include: Boom Cards, Brainpop, BoardMaker Plus)

- Sub/release time for teachers and Extra Duty - Intervention/Tutoring, Professional Learning Communities, collaboration, Academic Conferences, data analysis, assessment

- 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)

#### PBIS/Safety/Student Connectedness

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

#### Community Engagement

- Family and Student events (March Book Madness, Family Night (STEM, Reading, Math, SEL))  
Communication technology subscriptions (Smore, Canva, youcanbook.me)  
Printing and Postage to support communication

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
39,908.00	Supplemental/Concentration
41,599.00	Title I Part A: Basic Grants Low-Income and Neglected

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS



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

Gibson continued the implementation of Positive Behavior Intervention and Supports (PBIS) and grew the program to include a school store and classroom stores. Training has been integrated throughout the school year, including Tier I and Tier 2 team training through the Yolo County Office of Education. We have solidified proper PBIS matrices that are now being used by ALL grade levels and classrooms, along with a universal rewards system. All students have the opportunity to earn items through the use of the program and earning points. We are still training and refining our practices to meet the needs of the students in Tiers 2 and 3 (not accessing their education due to disruptive behaviors for self/others). Funds were utilized to provide extra time to Check-In Check-Out (CICO) coaches so that they could build relationships with students in Tier 2 with behavior In order to effectively support the needs school-wide, additional staffing and training are necessary.

Instructional technology and materials and supplies were all utilized in 20-21 in an effort to improve instruction and boost student achievement. Students have not yet met their iReady growth targets (assessment completed in January), and in-person intervention inside and outside of the school day was not feasible due to staffing and sub shortages and interest from teachers to add after-school intervention to their workloads. An online high dosage tutoring program began in late April for 43 students who were identified as 2 or more grade levels behind; data was not available at the time of the adoption of the SPSA to determine effectiveness.

Gibson was not able to reduce the number/percentage of chronic absentees this year. Chronic absenteeism grew substantially, in part due to 10-day+ quarantines, protocols for sick students and family members, and fear of coming to school following illness during a pandemic. At the time of writing this plan, the CHKS parent and staff survey data have also not come in. However, Gibson had 99% of parents utilizing the Parent Portal and all families (with at least 1 guardian) accessing Parent Square for daily and weekly communication.

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

With factors of the global pandemic at play and staff shortages, several strategies including field trips and on-site learning experiences, and conferences/professional development were not carried out as the SPSA and team intended.

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.

An increased focus on attendance through more frequent, targeted communication and incentives will be implemented. To ensure students feel safe and connected at school, continued emphasis on PBIS will continue with the addition of adult supervision before/during/after school as well as structured recess opportunities with 2 coaches on select Wednesdays and Fridays. Instructional technology and evidence-based practices introduced through professional development (readings/training/conferences) will support the academics of all students, and intervention through either extra duty pay or a contracted business will be utilized to meet the needs of struggling students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

In reviewing the California Dashboard with our stakeholders, Gibson school identified the need to improve the language proficiency of our English Learners. A high rate of chronic absenteeism, lack of student connection to the curriculum and campus, inconsistent supports at home and at school, and language gaps were identified as the main reasons for ELs not making progress on the ELPI. A focus on improving the knowledge of staff around the needs of English Learners, providing opportunities for family involvement, and opportunities for students to see their culture and language reflected in their surroundings is necessary.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	<p>According to Dataquest, in 2020-21, 10 students (10.2%) were redesignated. This is below the district (11.4%) and county (10.9%) total but above the state (6.9%)</p> <p>According to Dataquest, in 2019-2020, 21 students (17.1%) were redesignated. This is below the district and county total but above the state.</p>	Increase the reclassification rate to 15%, exceeding district and county rates.
English Learner Progress Indicator (ELPI)	36.9% of ELs are making progress according to the ELPI.	Increase this to 45% of English Learners are making progress.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	<p>Principle 1 in 21-22: Assets-oriented and Needs Responsive Schools</p> <p>3.0 Welcoming and safe environment</p> <p>3.5 Students are known and identities supported</p>	Strengthen all areas that are not yet fully developed by a measure of 0.5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

English Learners

#### Strategy/Activity

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

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

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

Sub/release time for student monitoring, ELAC (English Learner Advisory Committee) assessment, EL Specialist meetings, academic conferences, 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 (food, childcare, materials, extra duty time) in support of English Learners and their family needs

Parent guides (handouts, packets, flyers)

#### 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)
500	Supplemental/Concentration
952	Title I Part A: Basic Grants Low-Income and Neglected
916	Title I Part A: Parent Involvement

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

English Learners continued to make progress and Gibson reclassified more students than the state average. Gibson experienced significant growth from the baseline scores of Principle 1 of the EL Roadmap due to the professional development around the roadmap and culturally responsive practices. Designated and integrated ELD had an additional focus with the support of the English Learner Specialist during release time. The membership of the English Learner Advisory Committee grew to include families with the primary language of Punjabi and Urdu.

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

Due to COVID-19 protocols and closures, Gibson was unable to host the Latino Family Literacy Project. Funding was utilized for a bilingual literacy night instead. Needs assessments indicated parents are pleased with the progress their English Learner is making. Gibson met our expenditures in this area.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 4

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

## Identified Need

Through the needs assessment process, student focus and 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	Gibson has 8 community partners: Lions Club, Elks Club, Organization for Autism Research, Yolo Arts, Woodland Police, Woodland Fire, the Bike Garage and Yolo Farm to Fork.	Gibson is working to expand to 10 community partnerships, benefitting either all students or significant subgroups.
Number of extracurricular programs offered	In 21-22, Gibson did not offer any extracurricular student programs.	Gibson would like to expand to offer more sports, visual and performing arts, and student-selected opportunities within and outside of the school day, for a minimum of 2 extracurricular opportunities over the course of 2021-22.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	170 (81%) students in grades 3-6 provided input to the SPSA through survey.	Gibson would like to increase this percentage to 95% in grades 3-6.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	12 students provided input to the SPSA through focus groups in grades 4-6 (1 Gifted and Talented, 2 Redesignated as English Proficient, 1 English Learner, 2 Student Council)	Gibson would like increase to 4 focus groups, 1 per grade level, with students from each significant subgroup.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

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

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

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

Materials and Supplies

Extra Time and Sub Release Time

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Gibson maintained a robust Student Council membership who were actively engaged in leadership opportunities including supporting buddy classes with technology, hosting stations at a sensory play day, planning school wide events and fundraising. Gibson expanded community partnerships from 3 to 7, adding local fire and police, Yolo Farm to Fork, and the Bike Garage. Gibson added a

tool for conflict mediation called The Peace Path and trained all school staff and students on how to implement the process to resolve conflict and move forward in peace.

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

Unfortunately, due to pandemic restrictions, lack of availability of outside vendors, and staff shortages, structured recess opportunities did not take place.

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

Gibson is adding specific, targeted leadership training to those elected to student council. Opportunities within the school day will be added for club and class opportunities, which may result in extra time needed by staff for planning and funds for materials and supplies related to course/club content.

# 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	\$43,467
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	\$87,255.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$42,551.00
Title I Part A: Parent Involvement	\$916.00

Subtotal of additional federal funds included for this school: \$43,467.00

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	\$43,788.00

Subtotal of state or local funds included for this school: \$43,788.00

Total of federal, state, and/or local funds for this school: \$87,255.00



# School Site Council Membership

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

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

Name of Members	Role
JaimeAnn Hopton	Principal
Lorie Greenberg	Classroom Teacher
Kathy Harrison	Classroom Teacher
Rachel White	Classroom Teacher
VACANCY	Other School Staff
Kayla Magowan	Parent or Community Member
Lisa Saucedo	Parent or Community Member
Trista Kennedy	Parent or Community Member
Mike Barry	Parent or Community Member
Fabiola Junez	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**

*Kelly Scherer*

English Learner Advisory Committee

5/15/2022

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/2022.

Attested:

*J. Hopton*

Principal, JaimeAnn Hopton on 5/11/2022

*Kathy Harrison*

SSC Chairperson, Kathy Harrison on 5/11/2022