

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 26, 2026	

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

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

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

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

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

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

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	40
Goal 3.....	48
Goal 4.....	52
Budget Summary	55
Budget Summary	55
Other Federal, State, and Local Funds	55
Budgeted Funds and Expenditures in this Plan	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source	56
Expenditures by Budget Reference	56
Expenditures by Budget Reference and Funding Source	56
Expenditures by Goal.....	56
School Site Council Membership	57
Recommendations and Assurances	58

Plan Description

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

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

Schoolwide Program

Targeted Support and Improvement

English Learners, Socio-Economically Disadvantaged, Students with Disabilities

The School Wide Plan meets the ESSA requirements through:

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Needs assessments were conducted with multiple community groups at Gibson, including ELAC (English Learner Advisory Committee), SSC (School Site Council), and staff. Students provided input via a survey. Additionally, informal assessments occurred frequently through conversations with administration, parents, staff, and students.

STUDENT INPUT

Student input was gathered through a survey focused on the school climate and safety in March 2026, and 106 students in grades 4-6 responded. Additional information from students was gathered through the California Healthy Kids Survey,

taken in February 2026. All 5th grade students were provided the opportunity to take this survey as were all staff members and all parents of Gibson students.

On November 6, 2025 and February 12, 2026, Gibson certificated staff members reviewed Gibson students' performance data, specifically academic performance, EL Progress, attendance, and suspension rate. The following areas of need were identified as priorities: EL progress, absenteeism, and keeping our suspension rate low through the use of alternate means of correction and restorative actions.

Needs assessment meetings were held with the English Learner Advisory Committee (ELAC) on October 22, 2025, January 21, 2026, and April 22, 2026. Parents shared concerns about Gibson's Chronic Absentee data and brainstormed what they as an EL Community could do to support increased attendance.

A needs assessment was completed with the School Site Council (SSC) on May 13, 2026. The SSC recommended adding additional visual and performing arts (VAPA) opportunities within the school day, experiences both on and off campus related to culture and VAPA. SSC was made aware of the VAPA Plan that is currently being drafted and made suggestions for partnering with community organizations to increase student access to VAPA opportunities. Additionally, SSC would like to see Gibson Elementary utilize the kiln more and to offer access to different types of art mediums to all grade levels, possibly through a systematic plan that targets a different medium at each grade level. The School Site Council (SSC) also identified a need for continued professional development in GLAD strategies and Positive Discipline practices to strengthen instructional effectiveness, enhance student engagement, and support positive school climate outcomes.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

EL Progress, increased 20.9% with 52.3% of our English Learners making progress. Dashboard indicator is currently in the red category. Gibson staff has been using data during PLC meeting to analyze and develop specific strategies to support EL. Both certificated and classified staff have been systematically sharing best practices for to improve the academic success of EL students, sharing strategies both old and new. Three teachers were sent for GLAD training in summer 2025 and another three teachers will be attending GLAD training in the upcoming school year 2026-2027.

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

For ELA and Math all students are scoring in the Orange (low) performance category. No student groups are two or more performance levels below the "all student" group. Efforts to increase student achievement in both ELA and Math have been undertaken by Gibson staff through the use of collaborative team meetings and data discussions. Collaborative planning time, that includes data discussions, has been scheduled monthly. Teachers have regular opportunities to review local and state data and to plan lessons and with student outcomes that target individual student need.

Other Needs

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

Gibson Elementary uses iReady ELA and Math diagnostics three times a year to monitor student growth in ELA and Math. iReady delivers student lessons target to the individual student needs. Gibson staff has increased their use of the iReady program to provide students increased access to individualized instruction. Additionally, teachers have been providing students with increased access to interim SBAC testing, SBAC practice tests and test taking strategies to provide students with a better familiarity and level of comfort with these types of assessments.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	%			2
African American	2.71%	2.03%	1.69%	10	7	7
Asian	3.52%	2.91%	3.94%	13	10	16
Filipino	0.54%	0.58%	0.56%	2	2	2
Hispanic/Latino	61.25%	60.17%	59.72%	226	207	223
Pacific Islander	0.54%	%	%	2		
White	23.58%	24.13%	23.94%	87	83	85
Two or More Races	6.78%	8.43%	9.01%	25	29	32
Not Reported	1.08%	1.74%	1.13%	4	6	4
Total Enrollment				369	344	371

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	38
Kindergarten	52	39	44
Grade 1	57	56	41
Grade 2	44	50	56
Grade3	42	37	49
Grade 4	56	39	41
Grade 5	49	50	50
Grade 6	44	52	52
Total Enrollment	369	344	371

Conclusions based on this data:

1. Transitional Kindergarten enrollment is experiencing substantial growth. Transitional Kindergarten enrollment increased from 21 students in 2024-25 to 38 students in 2025-26, an increase of 17 students (81%). Combined with the increase in Kindergarten enrollment from 39 to 44 students, this trend

suggests that more families are entering the school at the earliest grade levels. The school should anticipate increased demand for early childhood staffing, classroom space, and intervention supports in future years.

2. Enrollment growth is strongest in Grades 2, 3, and 6.

Several grade levels show notable increases over the three-year period:

Grade 2: 44 ? 50 ? 56 (27% increase)

Grade 3: 42 ? 37 ? 49 (17% increase from 2023-24)

Grade 6: 44 ? 52 ? 52 (18% increase)

3. Enrollment trends vary significantly by grade level, requiring ongoing monitoring and flexible staffing.

While some grades experienced growth, others declined:

Grade 1: 57 ? 56 ? 41 (28% decrease)

Grade 4: 56 ? 39 ? 41 (27% decrease)

Grade 5: remained stable at approximately 49–50 students

These fluctuations indicate uneven enrollment patterns across the school. As a result, staffing allocations, intervention services, and class configurations should be reviewed annually to ensure resources align with student enrollment needs.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	71	58	47	19.2%	16.9%	12.74%
Fluent English Proficient (FEP)	24	22	26	6.5%	6.4%	7.3%
Reclassified Fluent English Proficient (RFEP)						19.15%

Conclusions based on this data:

1. The number of English Learners declined from 71 students (19.2%) in 2023-24 to 47 students (12.74%) in 2025-26, representing a decrease of 24 students or approximately 34% over three years. This trend may indicate successful language acquisition and reclassification efforts, demographic changes, or shifts in enrollment patterns.
2. The number of Fluent English Proficient students remained relatively consistent, moving from 24 students (6.5%) in 2023-24 to 26 students (7.3%) in 2025-26. This stability suggests that the school continues to enroll students who enter already proficient in English while maintaining a consistent linguistic profile.
3. With English Learner percentages decreasing while FEP percentages remain stable and RFEP data indicating approximately 19.15% of students have achieved reclassification, the data suggest that English learners are making progress toward English proficiency. Continued implementation of designated and integrated ELD instruction, along with targeted interventions, will be important to sustain and increase reclassification rates. Overall Finding: The data indicate a declining English Learner population, stable Fluent English Proficient enrollment, and evidence of successful language acquisition and reclassification efforts, reflecting positive progress in supporting multilingual learners toward English proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50	47	35	49	41	35	49	41	35	98.0	87.2	100
Grade 4	47	51	44	46	48	41	46	48	41	97.9	94.1	93.2
Grade 5	47	48	50	44	45	49	44	45	49	93.6	93.8	98
Grade 6	52	41	50	50	40	47	50	40	47	96.2	97.6	94
All Grades	196	187	179	189	174	172	189	174	172	96.4	93	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2337.	2380.	2367.	2.04	2.44	14.29	14.29	29.27	5.71	16.33	26.83	25.71	67.35	41.46	54.29
Grade 4	2415.	2396.	2429.	17.39	4.17	7.32	2.17	22.92	29.27	21.74	16.67	26.83	58.70	56.25	36.59
Grade 5	2461.	2460.	2443.	15.91	15.56	4.08	25.00	24.44	20.41	20.45	15.56	28.57	38.64	44.44	46.94
Grade 6	2514.	2493.	2511.	14.00	17.50	12.77	20.00	17.50	36.17	32.00	25.00	25.53	34.00	40.00	25.53
All Grades	N/A	N/A	N/A	12.17	9.77	9.30	15.34	23.56	23.84	22.75	20.69	26.74	49.74	45.98	40.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0.00	4.88	8.57	63.27	70.73	45.71	36.73	24.39	45.71
Grade 4	6.52	6.25	17.07	58.70	62.50	63.41	34.78	31.25	19.51
Grade 5	13.64	11.11	6.12	54.55	51.11	53.06	31.82	37.78	40.82
Grade 6	20.00	17.50	14.89	50.00	47.50	53.19	30.00	35.00	31.91
All Grades	10.05	9.77	11.63	56.61	58.05	54.07	33.33	32.18	34.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.08	2.56	11.43	36.73	61.54	28.57	59.18	35.90	60.00
Grade 4	2.17	4.17	9.76	47.83	39.58	58.54	50.00	56.25	31.71
Grade 5	18.18	9.09	4.08	50.00	54.55	57.14	31.82	36.36	38.78
Grade 6	8.00	5.00	14.89	56.00	55.00	61.70	36.00	40.00	23.40
All Grades	7.94	5.26	9.88	47.62	52.05	52.91	44.44	42.69	37.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.04	0.00	14.29	75.51	82.05	54.29	22.45	17.95	31.43
Grade 4	8.70	4.17	2.44	82.61	64.58	70.73	8.70	31.25	26.83
Grade 5	18.18	8.89	2.04	59.09	75.56	75.51	22.73	15.56	22.45
Grade 6	16.00	12.50	14.89	74.00	70.00	70.21	10.00	17.50	14.89
All Grades	11.11	6.40	8.14	73.02	72.67	68.60	15.87	20.93	23.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0.00	4.88	0.00	46.94	68.29	62.86	53.06	26.83	37.14
Grade 4	17.39	4.17	2.44	52.17	60.42	73.17	30.43	35.42	24.39
Grade 5	13.64	20.00	4.08	50.00	44.44	69.39	36.36	35.56	26.53
Grade 6	22.00	10.00	17.02	62.00	62.50	65.96	16.00	27.50	17.02
All Grades	13.23	9.77	6.40	52.91	58.62	68.02	33.86	31.61	25.58

Conclusions based on this data:

- Overall Proficiency is Improving as the Lowest Achievement Tier Shrinks - Across all tested grade levels combined, there is a clear positive trend in English Language Arts (ELA) achievement, characterized by an overall expansion of proficient students and a steady contraction of the lowest-performing tier: Proficiency Growth: The overall percentage of students meeting or exceeding standards increased significantly from 27.51 in 2022–23 (2.17

exceeded, 15.34 met) to 33.33 in 2023–24, and remained stable at 33.14 in 2024–25.Reduction in the Lowest Tier: The percentage of students in the "Standard Not Met" category consistently declined year-over-year, dropping from 49.74 in 2022–23 to 45.98 in 2023–24, and further down to 40.12 in 2024–25.Implication: This indicates that school-wide instructional strategies are successfully moving students out of the lowest achievement level and up into higher performance tiers.

2. Writing and Research/Inquiry Demonstrate Continuous Domain Strength - An analysis of the sub-domains indicates that students made steady, incremental progress over the three-year period in both Writing (producing clear and purposeful writing) and Research/Inquiry (investigating, analyzing, and presenting information):Writing Progress: The percentage of all students performing "Below Standard" in writing steadily dropped from 44.44 in 2022–23 to 42.69 in 2023–24, reaching its lowest point at 37.21 in 2024–25.Research/Inquiry Progress: Similarly, the percentage of students scoring "Below Standard" in Research/Inquiry showed a solid, continuous decline, moving from 33.86 (2022–23) to 31.61 (2023–24), and dropping to 25.58 in 2024–25.Implication: The consistent, positive growth in these areas suggests that targeted curriculum tools or instructional interventions implemented for writing and research have been progressively effective.
3. Listening Skills Have Emerged as a Key Area of Escalating Concern - In contrast to the improvements seen in Writing and Research/Inquiry, student performance in Listening (demonstrating effective communication and comprehension skills) has consistently deteriorated, highlighting a growing instructional gap: Increase in Below Standard: Across all grades combined, the percentage of students scoring "Below Standard" in Listening rose steadily each year, increasing from 15.87 in 2022–23 to 20.93 in 2023–24, and up to 23.26 in 2024–25.Shift from Above Standard: Concurrently, the percentage of students performing "Above Standard" in Listening fell from a peak of 11.11 in 2022–23 to 8.14 in 2024–25.Implication: This steady multi-year downward trajectory makes the Listening domain a clear priority for targeted professional development, auditory learning interventions, and strategic adjustments to classroom instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50	47	35	49	41	35	49	41	35	98.0	87.2	100
Grade 4	47	51	44	46	49	41	46	49	41	97.9	96.1	93.2
Grade 5	47	48	50	46	46	49	46	46	49	97.9	95.8	98
Grade 6	52	41	50	51	40	49	51	39	49	98.1	97.6	98
All Grades	196	187	179	192	176	174	192	175	174	98.0	94.1	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2364.	2381.	2366.	4.08	0.00	2.86	12.24	24.39	20.00	24.49	39.02	20.00	59.18	36.59	57.14
Grade 4	2439.	2423.	2427.	10.87	6.12	4.88	19.57	16.33	24.39	26.09	30.61	34.15	43.48	46.94	36.59
Grade 5	2441.	2432.	2411.	15.22	10.87	4.08	4.35	6.52	10.20	23.91	19.57	26.53	56.52	63.04	59.18
Grade 6	2487.	2464.	2482.	13.73	7.69	14.29	11.76	7.69	8.16	31.37	35.90	28.57	43.14	48.72	48.98
Grade 11															
All Grades	N/A	N/A	N/A	10.94	6.29	6.90	11.98	13.71	14.94	26.56	30.86	27.59	50.52	49.14	50.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.20	7.32	14.29	36.73	53.66	25.71	53.06	39.02	60.00
Grade 4	10.87	10.20	7.32	54.35	40.82	51.22	34.78	48.98	41.46
Grade 5	10.87	8.70	4.08	36.96	30.43	32.65	52.17	60.87	63.27
Grade 6	11.76	7.69	14.29	45.10	38.46	34.69	43.14	53.85	51.02
Grade 11									
All Grades	10.94	8.57	9.77	43.23	40.57	36.21	45.83	50.86	54.02

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.12	4.88	5.71	44.90	51.22	48.57	48.98	43.90	45.71
Grade 4	15.22	8.16	7.32	41.30	55.10	48.78	43.48	36.73	43.90
Grade 5	8.70	10.87	6.12	45.65	34.78	40.82	45.65	54.35	53.06
Grade 6	7.84	5.13	12.24	50.98	48.72	38.78	41.18	46.15	48.98
All Grades	9.38	7.43	8.05	45.83	47.43	43.68	44.79	45.14	48.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.12	2.44	0.00	55.10	82.93	48.57	38.78	14.63	51.43
Grade 4	10.87	8.16	9.76	56.52	53.06	58.54	32.61	38.78	31.71
Grade 5	10.87	6.52	4.08	52.17	52.17	42.86	36.96	41.30	53.06
Grade 6	9.80	2.56	10.20	54.90	58.97	59.18	35.29	38.46	30.61
All Grades	9.38	5.14	6.32	54.69	61.14	52.30	35.94	33.71	41.38

Conclusions based on this data:

- Overall Mathematics Proficiency is Low and Stagnant, with Half of All Students Consistently Failing to Meet Standards - The overall data for all tested grade levels demonstrates a critical lack of growth in mathematics proficiency, with performance metrics remaining flat over the three-year period: Stagnant Proficiency: The total percentage of students meeting or exceeding standards remains very low, moving from 22.92 in 2022–23 (10.94 exceeded, 11.98 met) down to 20.00 in 2023–24, and adjusting slightly to 21.84 in 2024–25. Persistent Low Performance: The percentage of students stuck in the lowest performance tier ("Standard Not Met") has remained rigidly unchanged, hovering at 50.52 in 2022–23, 49.14 in 2023–24, and 50.57 in 2024–25. Total Non-Proficiency: When combining "Standard Not Met" with "Standard Nearly Met," more than three-quarters of the entire tested student population (78.16 in 2024–25) finish the academic year below grade-level proficiency. Implication: Current core math instructional frameworks and intervention systems are not successfully moving the needle or altering the long-term achievement trajectory for the student body as a whole.
- "Concepts & Procedures" is the Most Severe and Continually Worsening Sub-domain Deficit - When evaluating specific math competencies, the ability to apply mathematical concepts and computational procedures stands out as the greatest area of academic concern, showing a continuous multi-year decline: School-Wide Growth in Deficits: The percentage of all students scoring "Below Standard" in Concepts & Procedures has steadily escalated every year, rising from 45.83 in 2022–23 to 50.86 in 2023–24, and climbing to 54.02 in 2024–25. Grade-Specific

Vulnerabilities: This trend is particularly acute in Grade 5, where students scoring below standard grew from 52.17 to 60.87, reaching 63.27 by 2024–25. Additionally, Grade 3 experienced a sharp regression in the final year, with the "Below Standard" group spiking from 39.02 up to 60.00. Implication: Students are exhibiting a progressive collapse in foundational math facts, procedural fluency, and conceptual understanding, which demands immediate, systemic curricular intervention.

3. All Mathematical Sub-skills Suffered a Widespread Regressive Trend in the Most Recent Year (2024–25) While the shift between 2022–23 and 2023–24 showed mixed results across sub-domains, the 2024–25 academic year saw a universal increase in students falling "Below Standard" across all tracked mathematical focus areas: Concepts & Procedures: Students scoring below standard increased from 50.86 to 54.02. Problem Solving & Modeling/Data Analysis: Students scoring below standard climbed from 45.14 to 48.28. Communicating Reasoning: This domain took the most dramatic single-year hit. After showing progress and dropping to its lowest deficit at 33.71 in 2023–24, the percentage of students scoring below standard in their ability to support mathematical conclusions surged by 7.67 percentage points to reach 41.38 in 2024–25. Implication: The broad-based declines in 2024–25 suggest that students are struggling not just with calculations, but also with contextualizing problems and articulating math logic, making comprehensive professional development in balanced math instruction an urgent priority.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1365.8	1364.5	*	1384.5	1386.1	*	1322.8	1313.4	*	12	14	4
1	*	*	*	*	*	*	*	*	*	8	5	7
2	1444.5	1359.5	*	1455.7	1384.9	*	1432.8	1333.8	*	11	13	4
3	1470.8	*	*	1484.0	*	*	1457.1	*	*	16	9	7
4	*	1481.4	*	*	1484.0	*	*	1478.4	*	10	17	6
5	*	*	1550.8	*	*	1570.4	*	*	1530.7	9	9	12
6	*	*	1504.7	*	*	1524.8	*	*	1484.1	9	7	11
All Grades										75	74	51

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	7.14	*	0.00	7.14	*	58.33	50.00	*	41.67	35.71	*	12	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	9.09	0.00	*	18.18	15.38	*	45.45	23.08	*	27.27	61.54	*	11	13	*
3	0.00	*	*	37.50	*	*	43.75	*	*	18.75	*	*	16	*	*
4	*	0.00	*	*	35.29	*	*	41.18	*	*	23.53	*	*	17	*
5	*	*	50.00	*	*	25.00	*	*	8.33	*	*	16.67	*	*	12
6	*	*	9.09	*	*	54.55	*	*	18.18	*	*	18.18	*	*	11
All Grades	10.67	6.76	17.65	25.33	22.97	39.22	42.67	36.49	21.57	21.33	33.78	21.57	75	74	51

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	14.29	*	16.67	28.57	*	33.33	28.57	*	50.00	28.57	*	12	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	0.00	*	18.18	38.46	*	27.27	7.69	*	27.27	53.85	*	11	13	*
3	18.75	*	*	62.50	*	*	12.50	*	*	6.25	*	*	16	*	*
4	*	17.65	*	*	41.18	*	*	23.53	*	*	17.65	*	*	17	*
5	*	*	75.00	*	*	8.33	*	*	8.33	*	*	8.33	*	*	12
6	*	*	54.55	*	*	18.18	*	*	9.09	*	*	18.18	*	*	11
All Grades	28.00	18.92	47.06	38.67	32.43	21.57	14.67	20.27	17.65	18.67	28.38	13.73	75	74	51

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	*	8.33	7.14	*	33.33	35.71	*	58.33	57.14	*	24	14	*
1	0.00	*	*	0.00	*	*	23.08	*	*	76.92	*	*	13	*	*
2	0.00	0.00	*	18.18	7.69	*	54.55	23.08	*	27.27	69.23	*	11	13	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	9.09	0.00	*	18.18	5.88	*	36.36	41.18	*	36.36	52.94	*	11	17	*
5	*	*	16.67	*	*	16.67	*	*	50.00	*	*	16.67	*	*	12
6	*	*	9.09	*	*	0.00	*	*	63.64	*	*	27.27	*	*	11
All Grades	2.67	1.35	7.84	10.67	9.46	13.73	37.33	36.49	47.06	49.33	52.70	31.37	75	74	51

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	7.14	*	75.00	64.29	*	25.00	28.57	*	12	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	7.69	*	54.55	46.15	*	18.18	46.15	*	11	13	*
3	18.75	*	*	68.75	*	*	12.50	*	*	16	*	*
4	*	35.29	*	*	52.94	*	*	11.76	*	*	17	*
5	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12
6	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
All Grades	18.67	18.92	17.65	65.33	55.41	58.82	16.00	25.68	23.53	75	74	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	14.29	*	50.00	57.14	*	50.00	28.57	*	12	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	7.69	*	63.64	46.15	*	18.18	46.15	*	11	13	*
3	25.00	*	*	68.75	*	*	6.25	*	*	16	*	*
4	*	17.65	*	*	64.71	*	*	17.65	*	*	17	*
5	*	*	91.67	*	*	0.00	*	*	8.33	*	*	12
6	*	*	72.73	*	*	9.09	*	*	18.18	*	*	11
All Grades	40.00	24.32	66.67	44.00	48.65	19.61	16.00	27.03	13.73	75	74	51

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	*	41.67	50.00	*	58.33	50.00	*	12	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	9.09	0.00	*	27.27	30.77	*	63.64	69.23	*	11	13	*
3	0.00	*	*	37.50	*	*	62.50	*	*	16	*	*
4	*	0.00	*	*	35.29	*	*	64.71	*	*	17	*
5	*	*	16.67	*	*	50.00	*	*	33.33	*	*	12
6	*	*	0.00	*	*	36.36	*	*	63.64	*	*	11
All Grades	4.00	1.35	5.88	38.67	36.49	47.06	57.33	62.16	47.06	75	74	51

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	7.14	*	33.33	28.57	*	66.67	64.29	*	12	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	0.00	*	45.45	30.77	*	54.55	69.23	*	11	13	*
3	6.25	*	*	56.25	*	*	37.50	*	*	16	*	*
4	*	17.65	*	*	64.71	*	*	17.65	*	*	17	*
5	*	*	8.33	*	*	83.33	*	*	8.33	*	*	12
6	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
All Grades	6.67	9.46	9.80	56.00	52.70	66.67	37.33	37.84	23.53	75	74	51

Conclusions based on this data:

1. There was a significant increase in the percentage of students achieving Level 4 (Well Developed) overall, rising from 6.76% in 23-24 to 17.65% in 24-25. Additionally, the percentage of students at Level 3 saw a substantial jump

from 22.97% to 39.22%, indicating that over half of the English Learner population is now performing at the top two proficiency levels.

2. Oral Language continues to be a primary strength for Gibson students, with 47.06% of all students scoring at Level 4 in 24-25—more than doubling the previous year's performance. This is driven by exceptional results in the Speaking Domain, where 66.67% of students were rated as "Well Developed," and an additional 19.61% were "Somewhat/Moderately Developed."
3. While Oral Language is thriving, Written Language remains the most challenging area, with 31.37% of students still at Level 1. However, this is a notable improvement from the 52.70% at Level 1 in the previous year. To sustain this momentum, schoolwide measures and professional development (such as the 2025 GLAD training) will continue to focus on bridging the gap between strong oral skills and academic writing proficiency.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
344	71.2%	16.9%	0.9%
Total Number of Students enrolled in Gibson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	16.9%
Foster Youth	3	0.9%
Homeless	8	2.3%
Socioeconomically Disadvantaged	245	71.2%
Students with Disabilities	89	25.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2%
American Indian	0	0.0%
Asian	10	2.9%
Filipino	2	0.6%
Hispanic	207	60.2%
Two or More Races	29	8.4%
Pacific Islander	0	0.0%
White	83	24.1%

Conclusions based on this data:

- Gibson's percentage of students who fall in the Socioeconomically Disadvantaged category remains high at 71.2% (245 students). This consistent majority ensures that Gibson maintains its status as a schoolwide Title I school,

requiring a continued focus on equitable resource allocation and supplemental support services to bridge the achievement gap.

2. A notable characteristic of the current student body is the high percentage of Students with Disabilities, who make up 25.9% (89 students) of the total enrollment. This represents over a quarter of the school population, highlighting a critical need for inclusive instructional practices, robust Co-Teaching models, and specialized academic support across all grade levels.
3. While the Hispanic/Latino group remains the primary demographic at 60.2%, the school is seeing a rise in diversity through the Two or More Races group, now at 8.4%. Conversely, the English Learner population has stabilized at 16.9% (58 students). Our 25-26 strategies, including GLAD training and the PLC process, will continue to target these specific subgroups to ensure English language acquisition and academic growth are meeting state standards.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. The school's brightest spot on the 2025 Dashboard is English Learner Progress, which is currently in the Green category. This indicates that the current ELD strategies and the upcoming 2025 GLAD training are building upon a foundation of solid growth, moving a significant portion of the EL population toward English proficiency.
2. While English Language Arts and Chronic Absenteeism are both in the Yellow band—showing moderate performance—Mathematics has slipped into Orange. This core academic divergence suggests that while literacy

and attendance interventions are stabilizing, a more intensive, data-driven focus on "Concepts and Procedures" in math is required for the 25-26 school year.

3. The Suspension Rate is currently in the Red category, representing the lowest performance level on the dashboard. Although the school continues to utilize PBIS and Restorative Practices, this data indicates that current "Alternative Means of Correction" have not yet yielded the necessary impact. A comprehensive review of the school's behavioral MTSS (Multi-Tiered System of Support) will be a primary focus for the upcoming year.

School and Student Performance Data

Academic Performance English Language Arts

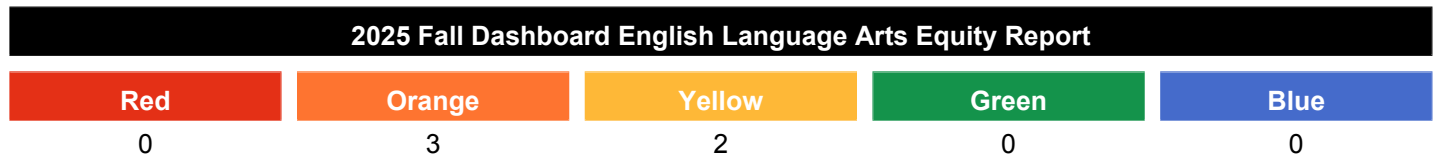
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 43.7 points below standard Increased 11.1 points 169 Students	English Learners  Orange 87.3 points below standard Increased 31.3 points 45 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 67 points below standard Increased 15.3 points 121 Students

Students with Disabilities  Orange 116.3 points below standard Increased 41.9 points 43 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 52.8 points below standard Increased 18 points 110 Students
Two or More Races  No Performance Color 9.6 points above standard 11 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 21.4 points below standard Declined 8.4 points 35 Students

Conclusions based on this data:

1. In the 2025 Fall Dashboard, the "All Students" group maintained a Yellow status but showed a strong upward trend, increasing by 11.1 points to reach 43.7 points below standard. This indicates that the Tier 1 instructional pivots and iReady interventions implemented in 24-25 are successfully moving the student body toward grade-level proficiency.
2. English Learners and Students with Disabilities both saw remarkable growth, increasing by 31.3 points and 41.9 points respectively. While both groups remain in the Orange category due to the distance from standard (87.3 and 116.3 points below), the rate of improvement is significantly higher than the school average, suggesting that specialized support and push-in services are narrowing the gap.
3. The Hispanic subgroup showed steady progress with an 18-point increase, maintaining a Yellow status. In contrast, the White subgroup was the only reported group to show a decline, dropping by 8.4 points into the Orange category. This divergence suggests a need to review the PLC process to ensure that all student populations, regardless of perceived need, are receiving targeted acceleration and monitoring.

School and Student Performance Data

Academic Performance Mathematics

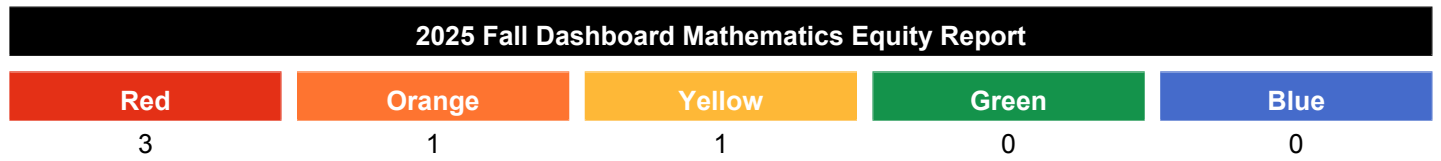
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 77.3 points below standard Maintained 2.9 points 170 Students	English Learners  Red 144.5 points below standard Declined 8.2 points 46 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Red 103.4 points below standard Maintained -0.8 points 122 Students

Students with Disabilities  Orange 141.5 points below standard Increased 28.5 points 43 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 96.2 points below standard Maintained -2.5 points 111 Students
Two or More Races  No Performance Color 15 points above standard 11 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 30.2 points below standard Increased 12.6 points 35 Students

Conclusions based on this data:

1. A major highlight in the 2025 Math Dashboard is the performance of Students with Disabilities, who saw an increase of 28.5 points. While they remain Orange at 141.5 points below standard, this double-digit gain suggests that the specific specialized academic supports and inclusive practices implemented over the last year are highly effective and should be scaled.
2. The English Learner subgroup has moved into the Red category, showing a decline of 8.2 points to 144.5 points below standard. This downward trend, coupled with the Hispanic subgroup also maintaining a Red status (96.2 points below standard), indicates that the current math interventions are not adequately meeting the needs of second-language learners, necessitating a shift toward integrated ELD strategies within math instruction.
3. Overall, the "All Students" group maintained its position with a negligible 2.9-point increase, remaining in the Orange band at 77.3 points below standard. With three subgroups (English Learners, Socioeconomically Disadvantaged, and Hispanic) currently in the Red, the 25-26 school year must prioritize "Concepts and Procedures" through increased iReady usage and targeted PLC data-tracking to move these groups toward the Yellow band.

School and Student Performance Data

Academic Performance Science

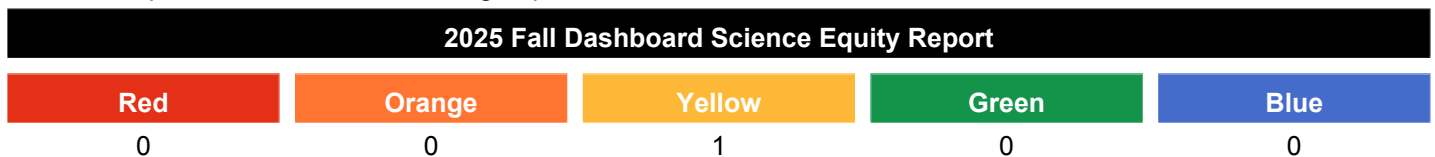
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 42.8 science points Increased 2.1 points 48 Students	English Learners No Performance Color 32.3 science points Increased 6.7 points 17 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Yellow 38.1 science points Increased 2 points 34 Students

Students with Disabilities  No Performance Color 23.1 science points Maintained -1.2 points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 40.6 science points Increased 4.4 points 34 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. The "All Students" group reached a Yellow performance level on the 2025 Dashboard, with an average of 42.8 science points. This represents a steady increase of 2.1 points from the previous cycle, suggesting that the integration of science phenomena and inquiry-based learning is beginning to yield consistent results.
2. Although they lack a formal performance color due to group size, English Learners showed a significant 6.7-point increase, and Hispanic students showed a 4.4-point increase. These gains outperform the school-wide average growth and indicate that the visual and hands-on nature of the science curriculum is effectively supporting language acquisition and content mastery.
3. While other groups showed growth, Students with Disabilities remained the lowest-performing subgroup at 23.1 science points and saw a slight decrease of 1.2 points. This identifies a clear need for increased scaffolding and the use of adaptive tools within the science block to ensure that this subgroup can access the same level of growth seen in their peers.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
52.3 making progress.	making progress.
Number Students: 44 Students	Number Students: 1 Student

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.

2025 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
7%	39.5%	0%	53.5%

Conclusions based on this data:

- On the 2025 Fall Dashboard, Gibson Elementary is in the Orange category for Chronic Absenteeism, with 24.5% of students (91 total) being chronically absent. While this represents a decline of 2.1% from the previous year, the rate remains nearly double the desired threshold, indicating that attendance remains a primary barrier to consistent academic growth.
- A positive trend is noted within the Hispanic subgroup, which moved into the Yellow category. This group saw a decrease of 4.5% in chronic absenteeism, dropping to 22.5%. This suggests that targeted family outreach and the school's current engagement strategies are resonating effectively with our largest demographic.
- Significant challenges persist for Students with Disabilities and Socioeconomically Disadvantaged students, both of whom remain in the Orange category with absenteeism rates of 27.6% and 26.1%, respectively. Furthermore, the White subgroup saw an increase of 4.6%, rising to 27.6% (Red category). These figures highlight the need for a more robust Tier 2 and Tier 3 attendance intervention plan for the 25-26 school year.

School and Student Performance Data

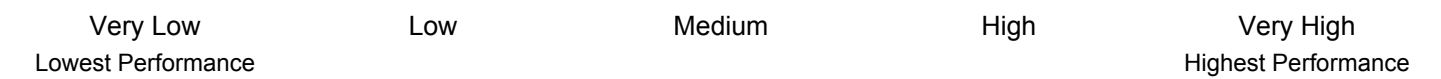
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- Does not pertain to elementary school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow 22% Chronically Absent Declined 4.8 363 Students	 Yellow 20% Chronically Absent Declined 17.8 65 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 36.4% Chronically Absent Declined 38.6 11 Students	 Yellow 27% Chronically Absent Declined 5.9 267 Students

Students with Disabilities  Orange 21.8% Chronically Absent Declined 6.3 101 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 25.9% Chronically Absent Declined 5.2 220 Students
Two or More Races  Yellow 11.1% Chronically Absent Declined 5 36 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 14.9% Chronically Absent Declined 1.4 87 Students

Conclusions based on this data:

1. In the 2025 Fall Dashboard, Gibson Elementary moved to a Yellow performance level for Chronic Absenteeism. The overall rate declined by 4.8%, bringing the school-wide average down to 22%. This suggests that the collective efforts of the attendance team and the transition to more consistent family outreach are successfully re-engaging students.
2. The most dramatic improvements were seen in our most vulnerable populations. English Learners saw a massive 17.8% decrease in chronic absenteeism (moving to 20%), and Homeless students saw a 38.6% decrease. These double-digit improvements indicate that removing specific barriers to attendance for these subgroups has been highly effective.
3. While almost all groups are now in the Yellow band, Students with Disabilities remain in Orange (21.8% absent), and the Socioeconomically Disadvantaged group still has the highest rate at 27%. Although both groups showed declines of roughly 6%, the 25-26 school year will require a continued focus on these two populations to move them into the Yellow or Green categories.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Not applicable to elementary schools.

School and Student Performance Data

Conditions & Climate Suspension Rate

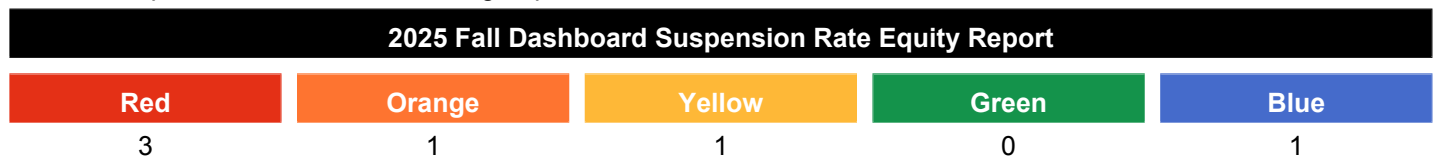
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 7% suspended at least one day Increased 1.9% 369 Students	English Learners  Blue 0% suspended at least one day Declined 4.7% 68 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color 0% suspended at least one day Declined 30.8% 11 Students	Socioeconomically Disadvantaged  Red 6.3% suspended at least one day Increased 0.9% 270 Students

Students with Disabilities  Yellow 5.9% suspended at least one day Declined 3.4% 101 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Red 7.6% suspended at least one day Increased 2.4% 225 Students
Two or More Races  Orange 5.4% suspended at least one day Increased 2.3% 37 Students	Pacific Islander  No Performance Color 0 Students	White  Red 8% suspended at least one day Increased 3.7% 87 Students

Conclusions based on this data:

1. The school-wide suspension rate moved into the Red category on the 2025 Dashboard, increasing by 1.9% to a total of 7% of students suspended at least once. This trend was most pronounced in the White (8%), Hispanic (7.6%), and Socioeconomically Disadvantaged (6.3%) subgroups, all of which are currently in the Red band, signaling an urgent need for a review of Tier 1 behavioral supports.
2. In contrast to the school-wide trend, English Learners achieved a Blue performance level with a 0% suspension rate, marking a significant 4.7% decline. Similarly, the Homeless student group saw a 30.8% decline to reach a 0% suspension rate. These results suggest that the specialized outreach and support structures in place for these vulnerable populations are highly effective at maintaining engagement and reducing exclusionary discipline.
3. Students with Disabilities showed measurable improvement, moving into the Yellow category with a 3.4% decrease in suspensions (down to 5.9%). While this group previously required intensive behavioral focus, the current data suggests that the integration of social-emotional learning and inclusive behavioral strategies is beginning to stabilize this subgroup's school experience.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	25-26 All students from 2-6th grade participated in visual and performing arts fieldtrips to the Mondavi Center 24-25: For the 24-25 school year 34 third graders, 41 fourth graders, 51 fifth graders and 52 6th graders participated in visual and performing arts field trips to the Mondavi Center. 23-24: Various visual and performing arts field trips and activities occurred at all grade levels during the 23-24 school year. Every grade level participated in at least one field trip to the Mondavi Center to view a visual/performing arts performance.	All students TK-6th will be able to participate in at least one visual or performing arts activity/lesson a month during the school year. All students can participate in or view the talent show/annual student performance.
Number of Students participating in Field Trips to Gibson House	25-26 3rd grade - 24 students 24-25: 3rd grade - 32 students	Every grade level will be provided the opportunity to visit an art exhibit and hands on activity at the Gibson House through the Yolo Arts Council.

	6th grade - 49 students 23-24: 3rd grade -32 students	
Student access to college and career information, and access to information on schooling beyond the elementary level.	25-26 Gibson Elementary School engaged in a full-day college and career readiness event in which community members visited classrooms to share about their careers and professional roles. Participants included police officers, doctors, nurses, representatives from Woodland Community College (WCC), and other city officials, providing students with exposure to a range of career pathways and community roles. 24-25: All TK students participated in 'Pen Pals' with Pioneer HS, Link Crew, and participated in a Field Trip to Pioneer HS. All 2nd grade students participated in Pen Pals with Pioneer HS ASB students, and participated in a Field Trip to Pioneer HS. A limited number of EL students participated in activities provided at and by UC Davis. All students participated in viewing the Graduating Senior Parade from Pioneer HS. 23-24: All TK students participated in 'Pen Pals' with Pioneer HS, Link Crew, participated in a Field Trip to Pioneer HS. All 2nd grade students participated in Pen Pals with Pioneer HS ASB students, and participated in a Field Trip to Pioneer HS. A limited number of 6th graders participated in activities provided by UC Davis.. All students participated in viewing the Graduating Senior Parade from Pioneer HS.	All 4th - 6th grade students will be provided the opportunity to explore college and career opportunities beyond the TK-12 education system through a variety of age-appropriate activities, such as in-person career and college showcases, virtual activities, and field trips. Both 2nd grade classes will participate in activities with the Pioneer HS ASB and the culminating field trip to Pioneer HS. Both TK classes will participate in Pen Pal activities with Pioneer HS and participate in the culminating field trip to Pioneer HS. 6th graders will participate in a tour of Douglass Middle School and Lee Middle School prior to the end of their 6th grade year. All grade levels will participate in viewing the Graduating Seniors Parade of Pioneer High School students every June.
Number of Pathway Awards for Music	25-26 A total of 21 Music Pathway Awards were presented to sixth-grade students during the 2025–26 school year. Of these, 6 students received awards in Strings and 15 students received awards in Band.	At least 60% of sixth-grade students will participate in Band and/or Strings during the upcoming school year, increasing student engagement in music education and opportunities for participation in the visual and performing arts.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase student participation to 60% of students in grades 4–6 will participate in band and/or strings during the school year.	All students	
1.2	Each grade level receives one 45–60 minute VAPA session for one week led by a Forxsa arts instructor. Lessons are scaffolded by developmental level	All Students	7,000.00 Arts and Music in Schools
1.3	VAPA Field Trips and Learning Experiences (transportation and entrance fees)		1000.00 Arts and Music in Schools
1.4	All 4th - 6th grade students will be provided the opportunity to explore college and career opportunities beyond the TK-12 education system through a variety of age-appropriate activities, such as in-person career and college showcases, virtual activities, and field trips. TK-3rd grade students will be provided the opportunity to explore schooling opportunities beyond the elementary level. Both 2nd grade classes will participate in activities with the Pioneer HS ASB and the culminating field trip to Pioneer HS. Both TK classes will participate in Pen Pal activities with Pioneer HS and participate in the culminating field trip to Pioneer HS. 6th graders will participate in a tour of Douglass Middle School and Lee Middle School prior to the end of their 6th grade year. All grade levels will participate in viewing the Graduating Seniors Parade of Pioneer High School students every June.	All Students	
1.5	Gibson Elementary School students in TK–6th grade received 30–45 minutes of VAPA instruction in the classroom once a week throughout the year by a certificated VAPA instructor.	All Students	46,007 Arts and Music in Schools
1.6	Intervention teacher who will focus on students in grades 4–6 who are 2–3 years below grade level in English Language Arts		25000 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Gibson Elementary will improve academic outcomes for students in grades 4–6 who are performing 2–3 grade levels below standard by providing targeted intervention support through an intervention teacher model. The intervention teacher will deliver small-group, data-driven instruction focused on foundational skills in ELA and mathematics, using ongoing formative assessments to monitor student progress and adjust instruction. As a result, students receiving intervention services will demonstrate measurable growth toward grade-level proficiency as evidenced by i-Ready diagnostic data, classroom assessments, and district benchmarks.

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

Gibson Elementary School students received VAPA instruction once a week for 30–45 minutes per session by a certificated instructor from August through the end of April. Additionally, all students received 30–45 minutes of dance instruction for one week during the 2025–26 school year through Foxra Dance Studio.

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 Elementary School engaged in a full-day college and career readiness event in which community members visited classrooms to share about their careers and professional roles. Participants included police officers, doctors, nurses, representatives from Woodland Community College (WCC), and other city officials, providing students with exposure to a range of career pathways and community roles.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	ELA progress increased by 11.1 points from 2024 to 2025 2025- 43.7 points below standard (Increased by 11.1 pts) - yellow 2024 - 54.8 points below standard (declined 6.9 points) - orange 2023 - 47.9 points below standard (maintained 1 point) - orange Math achievement maintained by 2.9 points from 2024 to 2025 2025 - 77.7 points below standard (Maintained by 2.9 pts) - orange 2024 - 80.2 points below standard (declined 19.3 points) - orange 2023 - 60.9 points below standard (increase of 5.6 points) - yellow	By the 2026 CA Dashboard reporting cycle, the school will decrease the distance from standard from 43.7 points below standard to approximately 32.0 points below standard or better, through targeted instruction, intervention support, and ongoing staff collaboration focused on literacy achievement for all students. In Math, by the 2026 CA Dashboard reporting cycle, the school will decrease the distance from standard from 77.7 points below standard to approximately 65.0 points below standard or better through consistent implementation of standards-based instruction, intervention supports, and data-driven instructional practices.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts and Math.	Data for the percentage of students who meet or exceed standards on the SBAC for English Language Arts: 2025 - 33%	Gibson will increase the percentage of students meeting or exceeding the standard in English-Language Arts (ELA) by 5%.

	2024: 33% 2023 - 27% 2022 - 30% Data for the percentage of students who meet or exceed standards on the SBAC for Mathematics: 2025 - 21% 2024- 20% 2023 - 23% 2022 - 24%	Gibson will increase the percentage of students meeting or exceeding the standard in Mathematics by 4%.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	iReady Diagnostics is completed in Reading and Math at least twice a year. % of students meeting growth targets in: Reading: 25-26 28% 24-25: 82% 23-24: 88% 22-23: 90% Math: 25-26: 28% 24-25: 65% 23-24: 67% 22-23: 66%	We will increase the percentage of students meeting their growth targets by 2% in both academic areas of ELA and Math by 17%. The increase in both ELA and Math will be through the PLC process and increasing the use of data to drive instruction and meet specific student academic needs by the next diagnostic cycle through focused math intervention, standards-based instruction, and ongoing data analysis.
Percentage and number of students who are chronically absent	Chronic absenteeism has declined by 11.3% from 2023 to 2024. 2025: 22.2% (number of students 363) 2024: 26.9% (number of students 398) 2023: 38.2% (number of students 390) 2022: 44.3% (number of students 393)	Based on the continued decline in chronic absenteeism from 38.2% in 2023 to 22.2% in 2025, Gibson will continue to strengthen attendance supports and family engagement efforts. By the 2026 reporting cycle, chronic absenteeism will decrease from 22.2% to at least 18% through ongoing attendance monitoring, intervention supports, and positive school-family partnerships. As well as through parent education at BTSN, ELAC, PTA and SSC.
Student sense of safety and school connectedness	25-26 38/43 fifth graders took the CA Healthy Kids Survey (CHKS), for a participation rate of 35% 80% felt connected to school all or most of the time, 86% felt student behavior was positive all or most of the time 47% felt safe at school all or most of the time. 24-25: 22/60 fifth graders took the CA Healthy Kids Survey (CHKS), for a participation rate of 37%, up 5% from the 23-24 school year, of those responding:	By the next survey cycle, student outcomes will improve as follows: connectedness will increase from 80% to at least 85%, perceptions of positive student behavior will remain strong at or above 88%, and feelings of safety at school will increase from 47% to at least 60% through intentional SEL instruction, restorative practices, and increased student engagement and belonging efforts.

	66% felt connected to school all or most of the time (a decrease of 8%) 88% felt student behavior was positive all or most of the time 42% felt safe at school all or most of the time 23-24: 19/60 fifth graders took the CA Healthy Kids Survey (CHKS), for a participation rate of 32%. Of those who responded, 74% felt connected to school all or most of the time, 97% felt student behavior was positive all or most of the time (no indicator for school pride this year), 73% felt safe at school all or most of the time. 22-23: 17/50 students took the survey (34% participation) 81% felt connected to school, 75% felt pride in their school 94% felt safe at school all or most of the time.	
Suspension rate	The suspension rate for Gibson has shown only a slight increase over the past three years. 25-26 - 7% students suspended at least one day 24-25: 5.1% students suspended at least one day 23-24: 5.4% students suspended at least one day 22-23: 5.6% students suspended at least one day	Gibson will implement targeted behavior supports and restorative practices to reduce suspension rates. By the next reporting cycle, the suspension rate will decrease from 7% to at least 5% or lower through consistent PBIS implementation, clear behavior expectations, and increased social-emotional learning supports.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	25-26 zero parents/guardians responded to the CA Healthy Kids Survey. The goal was not attained. The survey remained on the Newsletter via parent square for four weeks. 24-25: Only 20 parents/guardians responded to the CA Healthy Kids Survey far from the 30% desired. Of the 20 parents who responded, 78% strongly agreed or agreed that Gibson promotes academic success for students, 72% strongly agreed or agreed that all students are treated with respect, and 66% strongly agreed or agreed that Gibson communicates the importance of respecting diverse cultures and practices. 89% of parents strongly agreed or agreed that Gibson	By the next survey cycle, parent/guardian participation will increase from 0 responses to at least 30% participation, with strengthened systems such as multiple communication platforms, reminders, and family engagement events to ensure broader representation of school community feedback.

	communicates information about school activities, 72% strongly agreed or agreed that Gibson communicates what students are supposed to learn, and 70% strongly agreed or agreed that teachers kept them informed of student progress in between reporting periods. 23-24: Only 21 parents/guardians responded to the CA Healthy Kids Survey for the far from the 30% desired. Of the 21 parents who responded, 84% strongly agreed or agreed that Gibson promotes academic success for students, 95% strongly agreed or agreed that all students are treated with respect, and 85% strongly agreed or agreed that Gibson communicates the importance of respecting diverse cultures and practices. 49% of parents strongly agreed or agreed that Gibson communicates information about school activities, 84% strongly agreed or agreed that Gibson communicates what students are supposed to learn, and 70% strongly agreed or agreed that teachers kept them informed of student progress in between reporting periods.	
Gibson Elementary School staff self-evaluated the effectiveness of the Professional Learning Community (PLC) process during the 2025–26 school year. Survey results indicated that 36% of staff found PLC work to be somewhat effective, 42% rated it as effective, 10% rated it as highly effective, and 10% selected other or chose not to respond.	Gibson Elementary School teachers met a total of eight times throughout the 2025–26 school year as a whole certificated staff to engage in the PLC process. In addition, teachers participated in two half-day collaboration sessions, one in the fall and one in the spring, with their grade-level partners focused on collaboration, data analysis, and instructional planning. Gibson teachers continued to participate in Collaborative Teams (grade-alike teams) to support student learning and instructional practices. Staff worked collaboratively to review student data, identify areas of need, and plan targeted instruction to support student achievement.	Based on the current level of PLC implementation, Gibson will strengthen collaborative practices and increase the impact of data-driven instruction. By the next school year, PLC effectiveness will increase as evidenced by more consistent grade-level collaboration (at least monthly structured collaboration sessions), improved use of student data to inform instruction, and increased alignment of instructional planning across grade levels to support higher student achievement in ELA and Math.
Number of students participating in Band and Strings class	25-26 60 percent of fourth graders participated in band or percussion 7 fifth and sixth graders participated in strings 20 sixth graders enrolled in Band 24-25: All 41 fourth graders participated in strings instruction	Gibson will increase and stabilize student access to instrumental music education. By the next school year, participation in band and strings will increase, with at least 70% of 4th graders participating in instrumental music (band or percussion), and increased enrollment in upper grade music offerings (band and strings) to ensure sustained student engagement,

	Two 5th grade students and two 6th grade students participated in strings class. 27 fifth grade students enrolled in Band 14 sixth grade students enrolled in Band (41 5th & 6th graders collectively enrolled in Band) 23-24: All 48 4th graders participated in Strings (Violin) class. One 5th grader and one 6th grader participated in strings 36 5th & 6th graders enrolled in Band. 22-23: All 4th graders participated in strings class. Seven 5th and nine 6th grader participated in Strings class. 30 5th—6th grade students enrolled in Band	access to VAPA, and continued growth in performing arts opportunities across grade levels.
2nd and 5th Grade Participation in Bike Skills Training	25-26 All second graders participated in bike skills All fifth graders participated in bike skills 24-25: All second grade classes 23-24: All second grade classes 22-23: All second grade classes	Gibson will continue to ensure universal access to bike skills instruction for students. By the next school year, 100% of second and fifth grade students will continue to participate in bike skills instruction, maintaining full participation while strengthening safety skills, student confidence, and physical education engagement through consistent program delivery.
3rd Grade Participation in A Touch of Understanding	25-26 All third grade students participated in a Touch of Understanding 24-25: 3rd & 4th Grades 23-24: No students participated, a Touch of Understanding was unavailable to us. 22-23: 3rd & 4th Grades	If the program remains limited to only third grade, it is likely not cost-efficient as currently implemented
Participation in Sierra Nevada Journeys Classroom Lessons and culminating Outdoor Field Trips Sierra Nevada Journeys Family STEM Night	25-26 NO students participated in the Sierra Nevada Journeys 24-25: All grade levels were provided the opportunity to participate in lessons and field trips offered by Sierra Nevada Journeys. Family STEM Night was canceled due to a lack of parent interest. 23-24:	Gibson students will not be participating in the Sierra Nevada Journeys as it is likely not cost-effective as it has been implemented.

	All grade levels were provided the opportunity to participate in lessons and field trips offered by Sierra Nevada Journeys. Families were provided the opportunity to attend Family STEM Night provided by Sierra Nevada Journeys. 22-23:	
SEL Screener - Percentage of students identified as having a concerning level of internalizing behaviors from Fall to Spring.	25-26 The percentage of students identified with concerning levels of internalizing behaviors was measured from Fall to Spring to monitor changes in students' social-emotional well-being. A total of 215 students in grades K–6 were evaluated. In the Fall, 66 students (30.7%) were identified as having concerning levels of internalizing behaviors. By the Spring assessment, that number decreased to 29 students (13.5%), indicating a reduction in the percentage of students exhibiting concerning internalizing behaviors. This improvement may be attributed to the implementation of the Second Step curriculum, PBIS, Tier 1 supports, and Positive Discipline training for teachers, which focused on strengthening students' social-emotional skills and creating supportive learning environments.	Gibson School will reduce the percentage of students identified as having a concerning level of internalizing behaviors between the Fall and Spring survey administrations through the implementation of the Second Step curriculum, PBIS, and other Tier 1 social-emotional and behavioral supports. In addition, teachers will receive Positive Discipline training to strengthen proactive classroom management practices, foster positive relationships, and create supportive learning environments that promote student well-being and engagement.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Gibson will continue to prioritize student connectedness through social-emotional programs, lessons, and schoolwide activities while also strengthening student and staff safety, as well as increasing parent and community involvement and access. This includes the implementation of Second Step and Positive Behavioral Interventions and Supports (PBIS), including the PBIS Gator Store to recognize and reinforce positive student behavior.	All Students	Supplemental/Concentration \$500
2.2	Copy leases, clicks		1875.00 Title I Part A: Basic Grants Low-Income and Neglected 1,000.00 Supplemental/Concentration 3228.00 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	Gibson will strengthen instructional practices to increase academic achievement and equitable access for all students, with a particular focus on English learners and students with disabilities, through ongoing staff collaboration and professional learning. Staff will continue to engage in professional development opportunities, this will enhance effective instructional strategies, and strong relationships with students. Funds will support the implementation of these programs, along with associated training, materials, and instructional supplies. Professional Development Opportunities include: • Guided Language Acquisition and Design (GLAD) from Title 1 funds • Positive Discipline - From Title 1 funds • Professional Learning Communities (PLC) training & professional development	All students	12,035.00 Title I Part A: Basic Grants Low-Income and Neglected 5,000.00 Site Discretionary
2.4	Staff Collaboration: • Sub/release time for teachers or Extra Duty, to meet in collaborative teams as part of our PLC process which includes data analysis, & assessment development	All students	\$5,500.00 Supplemental/Concentration
2.5	PBIS/Safety/Student Connectedness Attendance incentives, weekly and monthly attendance campaigns, Gator greens and Gator Store Materials and Supplies to support continued PBIS and social emotional curriculum implementation (reward prizes) Printing costs and Postage to support PBIS - ODRs, awards related to character, and PBIS expectations.	All students	1,500 Supplemental/Concentration
2.6	Community Engagement Family and Student events (Family nights, assemblies, sensory day, autism awareness week) Communication technology subscriptions Family training on technology use, family connection folders, family connection menu Printing and Postage to support communication	All students	633.00 Title I Part A: Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.7	printing and postage.		1500.00 Supplemental/Concentration
2.8	Gibson will continue to invest in student field trips and experiences with community partners, i.e. (Gibson House, Woodland Opera House, Mondavi Center). Includes VAPA materials and supplies.	All students	4500.00 Arts and Music in Schools

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Increased implementation of the desired strategies/activities has taken place; however, the data shows more is needed. GLAD professional development opportunities and more PLC professional development opportunities will be offered to certificated staff in the 2026-2025 school year.

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

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

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

Strategies to improve instruction for English Learner (EL) students will be strengthened through the implementation of GLAD (Guided Language Acquisition Design) professional development for certificated staff, with key strategies shared across all staff members. In addition, the school will expand efforts to communicate the importance of the California Healthy Kids Survey (CHKS) to families in order to increase parent awareness and participation. Students will receive increased support in understanding the purpose and importance of i-Ready diagnostic assessments, and families will be engaged in reviewing and interpreting assessment results to support student growth.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

In reviewing the California Dashboard with our educational partners, Gibson School identified the need to continue improving our English Learners' language proficiency. A high rate of chronic absenteeism, lack of student connection to the curriculum, inconsistent support at home, lack of small group support, and a lack of training on the Benchmark ELD curriculum were identified as the main reasons ELs did not progress on the ELPI. Focusing on improving staff's knowledge around the needs of English Learners, using the curriculum, providing opportunities for family involvement, and opportunities for students to see their culture and language reflected in curricular materials and resources will support EL student needs and increase multicultural acceptance. Continued staff engagement with EL professional development is required, specifically Guided Language Acquisition and Design (GLAD) training and ongoing training on the adopted ELD curriculum.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Reclassification	Reclassification rate for English Learners: 25-26: 8 students 24-25: 12 students 23-24: 5 students 22-23 - 7 students reclassified	Increase the reclassification rate to 10%, exceeding district and county rates.
English Learner Progress Indicator (ELPI)	25-26 Green 52% 24-25: Red - 31.4% 23-24: Red- 38.3% 22-23: High 64.7%	Increase the EL students' language proficiency rate by 8%
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	25-26: Principle 1 from EL Rise: Assets-oriented and Needs Responsive Schools 3.0 Welcoming and safe environment 3.5 Students are known, and identities supported	Continue to strengthen all areas that are not fully developed and implemented yet through culturally responsive teaching, materials/resources and clubs. Increase at least 3 in each category.

	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	First language books for student take home and family use.
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	25-26 ELA: 48% Math: 32% 24-25: ELA - 52% Math - 16% 23-24 ELA: no data available Math: no data available 22-23: ELA: 81% Math 69%	Increase each by 5% for the 2025-2026 school year.
Reclassify 100% of our Long Term English Learner (LTEL) students who have an ELPAC level 4 or meet the Mild/Mod Reclassification criteria by 6th grade.	Long Term English Learners Numbers by Year: 25-26 3 students 24-25: 0 students 23-24: 0 students 22-23: 4 students Reclassified LTEL students by year: 24-25: - 12 students 23-24 - 5 students 22-23 - 7 students reclassified Students at risk of becoming an LTEL: 6th grade: 7 students 5th grade: 2 students	Reclassify 100% of Gibson's long term English Learners(LTEL) students who have an ELPAC level 4 or meet the Mild/Mod Reclassification criteria by 6th grade.
Reclassification rate of dually identified Special Education/English Learner (SPED/EL) students who participate in the Alternate Summative ELPAC.	25-26 5 students	Monitor and increase the reclassification rate of dually identified Special Education/English Learner (SPED/EL) students assessed through the Alternate Summative ELPAC, using multiple measures of English language proficiency and individualized student data.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Gibson will improve instructional outcomes for English Learners by increasing opportunities for	English Learners	700.00 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	parents to be involved in their student's education, signage and handouts in their native language (to the greatest extent possible), Translation Services (Punjabi, Urdu for ELAC), Parent guides (handouts, packets, flyers) and refreshments		
3.2	Gibson will continue to support professional development in GLAD strategies for staff in order to strengthen instructional practices and better support our English learners academically and linguistically.	All Students	4,500.00 Supplemental/Concentration
3.3	Staff will participate in ELD peer observations with Gibson teachers, as well as with other educators across the district who demonstrate effective ELD instructional strategies and techniques.	All Students	1,500.00 Title I Part A: Basic Grants Low-Income and Neglected
3.4	Materials and Supplies		1000.00 Site Discretionary
3.5	PD/Coaching - EL Specialist to model and collaborate with staff to implement research-based instructional strategies for integrated ELD instruction in content areas Sub/release time for student monitoring, ELAC (English Learner Advisory Committee) assessment, EL Specialist meetings, PLC Team collaboration meetings		5,000 Supplemental/Concentration
3.6	English language learners at Gibson will have the opportunity to participate in before- and after-school intervention programs focused on strengthening comprehension skills and vocabulary development.		1,500.00 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Overall implementation of EL strategies has been consistent, with key supports such as GLAD professional development, EL specialist coaching, peer observations, ELAC engagement, and targeted intervention programs in place. However, data indicators (iReady growth, ELPI, and reclassification progress) suggest these strategies are not yet yielding consistent or accelerated outcomes for all English Learners, particularly LTEL students, indicating uneven instructional impact across classrooms.

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

Most planned strategies and services, including translation supports, EL specialist collaboration, PD, and intervention programs, have been implemented or partially implemented as intended. However, staffing constraints, limited release time for collaboration and monitoring, and inconsistent participation in ELD-focused professional learning have reduced full fidelity of implementation relative to budgeted expectations, particularly in sustained coaching and data-driven PLC cycles.

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 current outcomes, the SPSA will be revised to strengthen monitoring systems for LTEL reclassification, increase frequency of data cycles tied to iReady and ELPI progress, and deepen classroom-level integrated ELD implementation. Adjustments will include expanded structured PLC time focused on EL data analysis, increased coaching cycles with the EL specialist, and clearer benchmarks for intervention program effectiveness. These updates will be reflected in the SPSA sections addressing English Learner academic progress, professional development, and intervention systems.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	25-26 106 students in grades 4-6 (29%) provided input to the SPSA through surveys 23-24: Survey data is unavailable at this time. 22-23: 107 students (54%)	Gibson Elementary School will increase student participation in the SPSA input process by implementing annual surveys for students in grades 4–6. By the end of the 2026–27 school year, at least 50% of eligible students will provide input through SPSA surveys, as measured by completed survey responses.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	25-26 This was the first year Gibson had a Youth Advisory Council created with Principal's involvement. Gibson's Youth Advisory Council comprises students representative of the multicultural demographics of Gibson Elementary. The Youth Advisory Council gave input into the survey and helped develop the survey instrument with their school principal advisor. 129/363 4th-6th grade students completed the survey. 24-25: All 3rd - 6th grade student were provided the opportunity to take the	Gibson Elementary School will continue to strengthen student voice in the SPSA development process by maintaining a representative Youth Advisory Council that reflects the school's multicultural demographics. By the end of the 2026–27 school year, at least 40% of students in grades 4–6 will provide input through SPSA-related focus groups and/or surveys developed in collaboration with the Youth Advisory Council, as measured by participation records.

	School Safety Survey developed by the Youth Advisory Council. 23-24 is the second year Gibson has had a Youth Advisory Council created with teacher involvement. Gibson's Youth Advisory Council comprises students representative of Gibson Elementary's multicultural demographics. The Youth Advisory Council gave input into the survey and helped develop the survey instrument with their teacher advisor. Survey data is unavailable at this time.	
Number of Student led initiatives	25-26 21 students from grades 4-6th participated in Youth Advisory meeting two times per month.	Gibson School will continue implementing the Youth Advisory program, with student participants selected to reflect the overall demographics of the school population.
Number of student led clubs offered	25-26 There were no student led clubs at Gibson	Gibson will recruit students to lead clubs for grades 4–6 in the next school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Gibson will increase opportunities for students to develop leadership skills, contribute questions and provide input for decision-making on campus through a demographically representative Youth Advisory Committee.	All students	2,168.00 Supplemental/Concentration
4.2	Youth Advisory Council will be involved in developing student conflict managers to support all students during recess. Purchase training guides, role-playing scripts, and educational resources to help develop and maintain a student conflict manager program. Provide dedicated professional development for all school staff on mediation techniques so they can reinforce the principles of the conflict manager program and support consistent conflict resolution in all campus spaces. in their classrooms.	All students - 4th - 6th Grades	1,500.00 Site Discretionary
4.3	Develop and maintain partnerships with community organizations and other programs to provide students with a variety of education enrichment and engagement opportunities. SACNAS and COSTCO, Bike campaign, Elks Reading Program, Mobil library, (native american presentation), WM		
4.4	Gibson students in grades 4–6 will participate in reading clubs led by the school librarian to promote a love of reading and encourage the discovery of knowledge through literature and informational texts.	All students - 4th - 6th grades	5165 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.5	Purchase culturally relevant books that reflect Gibson's student demographics and experiences to expand and enrich the school library collection.		3,000.00 Supplemental/Concentration
4.6	Gibson School will continue to keep the library open daily during lunch hours to provide students with a safe, welcoming space and to support engagement in learning with games and incentives.		1,500.00 Site Discretionary

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Gibson Elementary School implemented a range of strategies during the 2025–26 school year to strengthen student voice, enrichment access, community partnerships, and professional collaboration. Overall, implementation was strong and aligned with the articulated goals, particularly in expanding student enrichment opportunities, maintaining community engagement, and continuing PLC structures to support instructional improvement. Students received consistent VAPA instruction (30–45 minutes weekly from August through April), participated in FORXA instruction, and accessed expanded enrichment options including an eight-week after-school visual and performing arts program serving 62 students, Cross-Country Running, and schoolwide Talent Show participation. These activities reflect effective implementation of enrichment strategies and increased student access beyond the core program.

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

There were no major discrepancies between intended implementation and budgeted expenditures for enrichment programming, VAPA instruction, or PLC collaboration structures. Allocated resources were generally aligned with instructional priorities, including certificated VAPA staffing, enrichment programming, and collaboration time. Any minor variations in participation levels or survey response rates were not attributable to funding gaps but rather to engagement and participation factors.

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.

As a result of this analysis, several adjustments will be made to strengthen outcomes moving forward. First, SPSA-related student input systems will be revised to increase participation, including expanding survey administration strategies and strengthening Youth Advisory Council outreach to improve representation and response rates toward at least 40% participation in grades 4–6. Second, enrichment goals will be refined to better capture participation rates and program access consistency, including tracking percentage of students engaged in at least one enrichment activity annually. Third, PLC goals will shift toward deeper measurement of implementation quality, including clearer indicators of data use and instructional impact rather than only frequency of meetings.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$42,543.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$144,811.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$41,910.00
Title I Part A: Parent Involvement	\$633.00

Subtotal of additional federal funds included for this school: \$42,543.00

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 (\$)
Arts and Music in Schools	\$59,007.00
Site Discretionary	\$12,228.00
Supplemental/Concentration	\$31,033.00

Subtotal of state or local funds included for this school: \$102,268.00

Total of federal, state, and/or local funds for this school: \$144,811.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	59,007.00
Site Discretionary	12,228.00
Supplemental/Concentration	31,033.00
Title I Part A: Basic Grants Low-Income and Neglected	41,910.00
Title I Part A: Parent Involvement	633.00

Expenditures by Budget Reference

Budget Reference	Amount
	139,811.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	59,007.00
	Site Discretionary	12,228.00
	Supplemental/Concentration	31,033.00
	Title I Part A: Basic Grants Low-Income and Neglected	41,910.00
	Title I Part A: Parent Involvement	633.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,007.00
Goal 2	38,271.00
Goal 3	14,200.00
Goal 4	13,333.00

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

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lucy Villegas Woodall	Principal
Cristina Smith	Classroom Teacher
Rachel White	Classroom Teacher
Briseyda Gutierrez	Classroom Teacher
Lupita Hernandez	Other School Staff
Victoria Fernandez	Parent or Community Member
Michael Zelazo	Parent or Community Member
Patricia Moreno	Parent or Community Member
Allison Martin	Parent or Community Member
Melissa Apodaca	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/26/2026.

Attested:



Principal, Lucy Villegas Woodall on 5/26/26



SSC Chairperson, Victoria Fernandez on 5/26/26