

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gibson Elementary School	57727100000000	5/28/25	6/12/2025

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

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

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

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

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

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

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

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

The School Wide Plan meets the ESSA requirements through:

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

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

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

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

This ATSI plan meets state and ESSA requirements:

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Needs assessments were conducted with multiple community groups at Gibson, including ELAC (English Learner Advisory Committee), SSC (School Site Council), and 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 2025, and 87 students in grades 3-6 responded. Additional information from students was gathered through the California Healthy Kids Survey, taken in February 2025. 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, 2024 and February 12, 2025, Gibson certificated staff members reviewed Gibson students' performance data, specifically academic performance, EL (English Learner) 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, 2024, January 21, 2025, and April 22, 2025. Parents shared concerns about Gibson's Chronic Absenteeism 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 March 5, 2025. The SSC recommended adding additional visual and performing arts (VAPA) opportunities within the school day, field trips and experiences both on and off campus related to culture and VAPA. 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.

Resource Inequities

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

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

The Gibson staff and community reviewed resource allocations and did not identify any inequities. However, parents and staff alike always feel that more funding is necessary to adequately provide for student academic and social-emotional growth. Discussions regarding the current administration and how changes with the Department of Education were discussed. Discussions regarding the 25-26 school budget focused on the loss of funding the District sees coming and how we can better utilize the funds we have along with utilizing the resources available to Gibson Elementary School in the community.

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, declined 7% with 31.4% 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 2024 and another three teachers will be attending GLAD training in the summer of 2025.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.79%	0.28%	%	3	1	
African American	1.06%	1.12%	2.71%	4	4	10
Asian	2.12%	3.36%	3.52%	8	12	13
Filipino	0.26%	0.56%	0.54%	1	2	2
Hispanic/Latino	66.14%	63.59%	61.25%	250	227	226
Pacific Islander	%	0%	0.54%	0	0	2
White	22.22%	22.69%	23.58%	84	81	87
Two or More Races	6.08%	6.72%	6.78%	23	24	25
Not Reported	1.32%	1.68%	1.08%	5	6	4
Total Enrollment				378	357	369

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	65	76	52
Grade 1	47	41	57
Grade 2	49	43	44
Grade3	51	48	42
Grade 4	46	49	56
Grade 5	59	47	49
Grade 6	61	53	44
Total Enrollment	378	357	369

Conclusions based on this data:

1. Student enrollment has remained flat since the 21-22 school year with about equal percentages of students enrolling, or remaining enrolled, every year through the 23-24 school year.
2. Student enrollment by ethnicity has remained steady since the 21-22 school year with the exception of the African American subgroup which doubled from 1.12% (4 students) in the 22-23 school year to 2.71% (10 students) in the 23-24 school year.

3. Student enrollment in the white subgroup has remained consistent since the 21-22 school year with little change from year to year through the 23-24 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	78	73	71	20.6%	20.4%	19.2%
Fluent English Proficient (FEP)	34	25	24	9.0%	7.0%	6.5%

Conclusions based on this data:

1. School enrollment for English Learners declined approximately 1% from 20.6% in the 21-22 school year to 19.2% in the 23-24 school year.
2. The percentage of Fluent English-proficient students has decreased by 6.5% since 21-22 school year, from 9.0% to 6.5% in 23-24 school year.
3. Data and improvement efforts to increase the success of English Learners will need to be part of our PLC process for the coming school year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49	50	47	47	49	41	47	49	41	95.9	98.0	87.2
Grade 4	43	47	51	43	46	48	42	46	48	100.0	97.9	94.1
Grade 5	53	47	48	52	44	45	52	44	45	98.1	93.6	93.8
Grade 6	57	52	41	53	50	40	53	50	40	93.0	96.2	97.6
All Grades	202	196	187	195	189	174	194	189	174	96.5	96.4	93

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2342.	2337.	2380.	12.77	2.04	2.44	2.13	14.29	29.27	17.02	16.33	26.83	68.09	67.35	41.46
Grade 4	2412.	2415.	2396.	14.29	17.39	4.17	16.67	2.17	22.92	16.67	21.74	16.67	52.38	58.70	56.25
Grade 5	2468.	2461.	2460.	11.54	15.91	15.56	21.15	25.00	24.44	28.85	20.45	15.56	38.46	38.64	44.44
Grade 6	2511.	2514.	2493.	11.32	14.00	17.50	30.19	20.00	17.50	37.74	32.00	25.00	20.75	34.00	40.00
All Grades	N/A	N/A	N/A	12.37	12.17	9.77	18.04	15.34	23.56	25.77	22.75	20.69	43.81	49.74	45.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.51	0.00	4.88	46.81	63.27	70.73	44.68	36.73	24.39
Grade 4	11.90	6.52	6.25	50.00	58.70	62.50	38.10	34.78	31.25
Grade 5	15.38	13.64	11.11	69.23	54.55	51.11	15.38	31.82	37.78
Grade 6	18.87	20.00	17.50	49.06	50.00	47.50	32.08	30.00	35.00
All Grades	13.92	10.05	9.77	54.12	56.61	58.05	31.96	33.33	32.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.26	4.08	2.56	31.91	36.73	61.54	63.83	59.18	35.90
Grade 4	4.76	2.17	4.17	52.38	47.83	39.58	42.86	50.00	56.25
Grade 5	5.77	18.18	9.09	65.38	50.00	54.55	28.85	31.82	36.36
Grade 6	9.43	8.00	5.00	58.49	56.00	55.00	32.08	36.00	40.00
All Grades	6.19	7.94	5.26	52.58	47.62	52.05	41.24	44.44	42.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.38	2.04	0.00	68.09	75.51	82.05	25.53	22.45	17.95
Grade 4	16.67	8.70	4.17	61.90	82.61	64.58	21.43	8.70	31.25
Grade 5	9.62	18.18	8.89	73.08	59.09	75.56	17.31	22.73	15.56
Grade 6	22.64	16.00	12.50	62.26	74.00	70.00	15.09	10.00	17.50
All Grades	13.92	11.11	6.40	66.49	73.02	72.67	19.59	15.87	20.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.51	0.00	4.88	48.94	46.94	68.29	42.55	53.06	26.83
Grade 4	7.14	17.39	4.17	69.05	52.17	60.42	23.81	30.43	35.42
Grade 5	11.54	13.64	20.00	69.23	50.00	44.44	19.23	36.36	35.56
Grade 6	11.32	22.00	10.00	83.02	62.00	62.50	5.66	16.00	27.50
All Grades	9.79	13.23	9.77	68.04	52.91	58.62	22.16	33.86	31.61

Conclusions based on this data:

1. Third grade has shown a significant increase in the % of students meeting standard from 2.13% in the 21-22 school year to 29.27% in the 23-24 school year, an increase of 14.98%.
2. Fourth grade overcame a decrease of 14.5% of students meeting standard in their overall ELA scores in the 22-23 school year, with a 20.75% increase of students meeting standard in the 23-24 school year.

3. In looking at each domain by grade level, 3rd and 4th grade are increasing their % of student near or at standard at a higher rate than other grade levels.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49	50	47	47	49	41	47	49	41	95.9	98.0	87.2
Grade 4	43	47	51	42	46	49	42	46	49	97.7	97.9	96.1
Grade 5	53	47	48	52	46	46	52	46	46	98.1	97.9	95.8
Grade 6	57	52	41	53	51	40	53	51	39	93.0	98.1	97.6
All Grades	202	196	187	194	192	176	194	192	175	96.0	98.0	94.1

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2363.	2364.	2381.	6.38	4.08	0.00	10.64	12.24	24.39	25.53	24.49	39.02	57.45	59.18	36.59
Grade 4	2421.	2439.	2423.	9.52	10.87	6.12	19.05	19.57	16.33	30.95	26.09	30.61	40.48	43.48	46.94
Grade 5	2448.	2441.	2432.	3.85	15.22	10.87	15.38	4.35	6.52	23.08	23.91	19.57	57.69	56.52	63.04
Grade 6	2506.	2487.	2464.	7.55	13.73	7.69	18.87	11.76	7.69	45.28	31.37	35.90	28.30	43.14	48.72
Grade 11															
All Grades	N/A	N/A	N/A	6.70	10.94	6.29	15.98	11.98	13.71	31.44	26.56	30.86	45.88	50.52	49.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.51	10.20	7.32	27.66	36.73	53.66	63.83	53.06	39.02
Grade 4	9.52	10.87	10.20	45.24	54.35	40.82	45.24	34.78	48.98
Grade 5	5.77	10.87	8.70	42.31	36.96	30.43	51.92	52.17	60.87
Grade 6	7.55	11.76	7.69	47.17	45.10	38.46	45.28	43.14	53.85
Grade 11									
All Grades	7.73	10.94	8.57	40.72	43.23	40.57	51.55	45.83	50.86

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.38	6.12	4.88	40.43	44.90	51.22	53.19	48.98	43.90
Grade 4	14.29	15.22	8.16	42.86	41.30	55.10	42.86	43.48	36.73
Grade 5	7.69	8.70	10.87	51.92	45.65	34.78	40.38	45.65	54.35
Grade 6	7.55	7.84	5.13	58.49	50.98	48.72	33.96	41.18	46.15
All Grades	8.76	9.38	7.43	48.97	45.83	47.43	42.27	44.79	45.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.38	6.12	2.44	57.45	55.10	82.93	36.17	38.78	14.63
Grade 4	7.14	10.87	8.16	57.14	56.52	53.06	35.71	32.61	38.78
Grade 5	3.85	10.87	6.52	48.08	52.17	52.17	48.08	36.96	41.30
Grade 6	13.21	9.80	2.56	66.04	54.90	58.97	20.75	35.29	38.46
All Grades	7.73	9.38	5.14	57.22	54.69	61.14	35.05	35.94	33.71

Conclusions based on this data:

1. A increase of students who scored in the % above standard range was seen from the 21-22 school year to the 22-23 school year but was not maintained during the 23-24 school year.
2. Growth in all domains is unremarkable, decreasing or remaining nearly flat in all grade levels except for 3rd grade and 6th grades who showed increases of students nearing standard of approximately 28% and 4% respectively.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1403.9	1365.8	1364.5	1418.2	1384.5	1386.1	1370.2	1322.8	1313.4	17	12	14
1	*	*	*	*	*	*	*	*	*	9	8	5
2	1465.0	1444.5	1359.5	1482.1	1455.7	1384.9	1447.2	1432.8	1333.8	15	11	13
3	1512.4	1470.8	*	1544.4	1484.0	*	1479.8	1457.1	*	11	16	9
4	*	*	1481.4	*	*	1484.0	*	*	1478.4	7	10	17
5	*	*	*	*	*	*	*	*	*	7	9	9
6	*	*	*	*	*	*	*	*	*	6	9	7
All Grades										72	75	74

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	0.00	7.14	5.88	0.00	7.14	70.59	58.33	50.00	17.65	41.67	35.71	17	12	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	6.67	9.09	0.00	33.33	18.18	15.38	46.67	45.45	23.08	13.33	27.27	61.54	15	11	13
3	18.18	0.00	*	54.55	37.50	*	27.27	43.75	*	0.00	18.75	*	11	16	*
4	*	*	0.00	*	*	35.29	*	*	41.18	*	*	23.53	*	*	17
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	10.67	6.76	30.56	25.33	22.97	47.22	42.67	36.49	9.72	21.33	33.78	72	75	74

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	0.00	14.29	29.41	16.67	28.57	52.94	33.33	28.57	11.76	50.00	28.57	17	12	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	27.27	0.00	26.67	18.18	38.46	33.33	27.27	7.69	6.67	27.27	53.85	15	11	13
3	45.45	18.75	*	54.55	62.50	*	0.00	12.50	*	0.00	6.25	*	11	16	*
4	*	*	17.65	*	*	41.18	*	*	23.53	*	*	17.65	*	*	17
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.72	28.00	18.92	36.11	38.67	32.43	22.22	14.67	20.27	6.94	18.67	28.38	72	75	74

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	8.33	0.00	7.14	33.33	41.67	35.71	58.33	58.33	57.14	24	12	14
1	0.00	*	*	0.00	*	*	23.08	*	*	76.92	*	*	13	*	*
2	0.00	0.00	0.00	18.18	18.18	7.69	54.55	18.18	23.08	27.27	63.64	69.23	11	11	13
3	*	0.00	*	*	6.25	*	*	37.50	*	*	56.25	*	*	16	*
4	9.09	*	0.00	18.18	*	5.88	36.36	*	41.18	36.36	*	52.94	11	*	17
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	1.39	2.67	1.35	22.22	10.67	9.46	41.67	37.33	36.49	34.72	49.33	52.70	72	75	74

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	0.00	7.14	70.59	75.00	64.29	23.53	25.00	28.57	17	12	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	26.67	27.27	7.69	66.67	54.55	46.15	6.67	18.18	46.15	15	11	13
3	54.55	18.75	*	45.45	68.75	*	0.00	12.50	*	11	16	*
4	*	*	35.29	*	*	52.94	*	*	11.76	*	*	17
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.61	18.67	18.92	65.28	65.33	55.41	11.11	16.00	25.68	72	75	74

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.65	0.00	14.29	70.59	50.00	57.14	11.76	50.00	28.57	17	12	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	40.00	18.18	7.69	60.00	63.64	46.15	0.00	18.18	46.15	15	11	13
3	72.73	25.00	*	27.27	68.75	*	0.00	6.25	*	11	16	*
4	*	*	17.65	*	*	64.71	*	*	17.65	*	*	17
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.61	40.00	24.32	47.22	44.00	48.65	4.17	16.00	27.03	72	75	74

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	0.00	0.00	70.59	41.67	50.00	23.53	58.33	50.00	17	12	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	9.09	0.00	60.00	27.27	30.77	40.00	63.64	69.23	15	11	13
3	0.00	0.00	*	36.36	37.50	*	63.64	62.50	*	11	16	*
4	*	*	0.00	*	*	35.29	*	*	64.71	*	*	17
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.17	4.00	1.35	56.94	38.67	36.49	38.89	57.33	62.16	72	75	74

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	0.00	7.14	29.41	33.33	28.57	64.71	66.67	64.29	17	12	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	0.00	0.00	73.33	45.45	30.77	26.67	54.55	69.23	15	11	13
3	18.18	6.25	*	81.82	56.25	*	0.00	37.50	*	11	16	*
4	*	*	17.65	*	*	64.71	*	*	17.65	*	*	17
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	6.67	9.46	55.56	56.00	52.70	31.94	37.33	37.84	72	75	74

Conclusions based on this data:

- Overall, ELPAC scores are showing that Gibson students' achievement has remained essentially flat between the 21-22 school year and the 23-24 school year in all domains.

2. The data shows an overall decrease in the % of students progressing toward ELPAC overall language proficiency.
3. Professional development opportunities will support strategies for planning and implementing both integrated and designated English Language Development (ELD) at Gibson. Three teachers were sent for GLAD training during the summer of 2024, unfortunately two of those teachers left, 1 from the district and 1 from Gibson School. GLAD training is again being offered to three teachers during the summer 2025 and fall 2025. An additional emphasis on increasing attendance of Gibson's EL students has been discussed at ELAC meetings, and schoolwide measures have been taken to increase student access to both reading, listening and speaking, along with support for test taking strategies.

School and Student Performance Data

Student Population

The 2024 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.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
369	72.9%	19.2%	0.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	71	19.2%
Foster Youth	1	0.3%
Homeless	10	2.7%
Socioeconomically Disadvantaged	269	72.9%
Students with Disabilities	81	22%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.7%
American Indian	0	0.0%
Asian	13	3.5%
Filipino	2	0.5%
Hispanic	226	61.2%
Two or More Races	25	6.8%
Pacific Islander	2	0.5%
White	87	23.6%

Conclusions based on this data:

- Gibson's percentage of students who fall in the socioeconomically disadvantaged category remains above 70%. Due to this Gibson remains a schoolwide Title I school.

2. Of the school's student enrollment, our English learner population decreased 1.2% from 20.4% in the 22-23 school year to 19.2% in the 23-24 school year. The majority of Gibson's English Learners, speak Spanish as their primary language. Professional development on GLAD strategies to support EL students will be undertaken with three teachers during the summer of 2025, and will continue throughout the 25-26 school with these teachers supporting PD for all teacher at Gibson. Using data through our PLC process will be a continued area of professional development to provide teachers with tools and evidence to measure student growth, including English language acquisition for our EL students.
3. Gibson will continue to focus on best practices for ELD instruction, Positive Behavioral Support and Intervention (PBIS), and relationship building among all educational partners. Professional development in these areas will continue to be a focus for the 25-26 school year. Teachers and support staff will be provided professional development on the Benchmark curriculum for ELD implementation and support for best practices instructional delivery, including student voice and choice and using GLAD strategies to improve access to English language acquisition for all students.

School and Student Performance Data

Overall Performance

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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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Both onsite and off-site professional development opportunities focusing on effective practices for first instruction, intervention, and acceleration will support English Language Arts and Math. Strategies for helping English Learners expressly will be provided during the summer 2025 and the 2025-2026 school year. Focus on effective use of the curriculum, assessments, and data will be undertaken to improve the identification of students and specific areas for enhanced teaching and learning. Teachers will be attending both the PLC institute and GLAD training during the summer of 2025.

2. The continued practice of Alternative Means of Correction, Restorative Practices, and Positive Behavioral Interventions and Supports (PBIS) has been effective in moving Gibson's suspension rate from Orange to Yellow. Gibson staff and principal continue to use alternative means of correction and restorative practices to curb student suspensions.
3. Chronic absenteeism declined 11.3%. Gibson is still in the Yellow band, and efforts to increase positive attendance continue to be made both school and district wide. Discussion of chronic absenteeism has been a regular topic of discussion at ELAC meetings as our English Learner and Students with Disabilities subgroups continue to be our subgroup with the highest rate of chronic absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

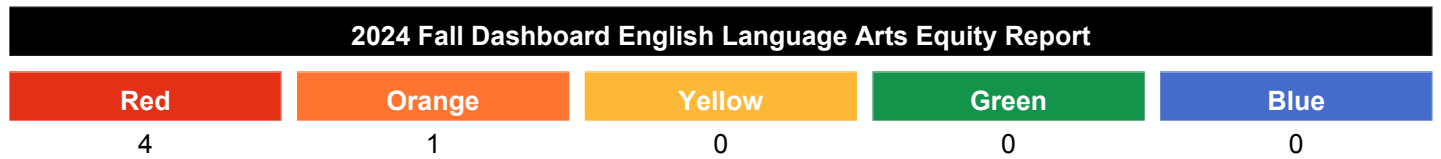
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 54.8 points below standard Declined 6.9 points 171 Students	English Learners  Red 118.6 points below standard Declined 17.5 points 44 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Red 82.3 points below standard Declined 15.2 points 130 Students

Students with Disabilities  Red 158.2 points below standard Declined 59.2 points 48 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 70.7 points below standard Maintained 1.0 points 111 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 13.0 points below standard Declined 13.3 points 36 Students

Conclusions based on this data:

1. All student subgroups showed a significant decrease in their movement toward standard in English language arts. When looking at all students together, there was a 6.9 point decrease, with English Learner students decreasing 17.5 points, students with disabilities decreasing 59.2 points and socioeconomically disadvantaged students progress decreasing 15.2 points. Direct instruction in English Language Arts should be increased with a specific emphasis on supporting English Learners, SES students and students with disabilities. Use of iReady, a district provided reading intervention program has increased over the course of the 24-25 school year and will continue to be an emphasis for the 25-26 school year along with strategies for increased student engagement and access.
2. Gibson's Hispanic subgroup was the only subgroup to maintain their standing in ELA.
3. Through professional development opportunities focused on ELD strategies, Universal Design for Learning (UDL), and Professional Learning Communities (PLCs), Gibson will focus on best first instruction, intervention/acceleration measures, collaboration, and accountability. Increased opportunities for teaching staff to use the PLC process and meet in Collaborative Teams was provided consistently throughout the 24-25 school year and will continue during the 25-26 school year with increased support districtwide and schoolwide.

School and Student Performance Data

Academic Performance Mathematics

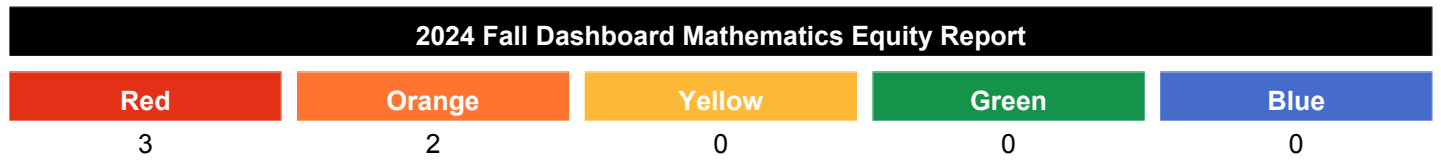
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 80.2 points below standard Declined 19.3 points 176 Students	English Learners  Red 136.2 points below standard Declined 29.1 points 49 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Red 102.7 points below standard Declined 24.6 points 133 Students

Students with Disabilities  Red 170.0 points below standard Declined 63.6 points 50 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 93.7 points below standard Declined 13.6 points 114 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 42.7 points below standard Declined 27.6 points 36 Students

Conclusions based on this data:

1. All student subgroups at Gibson showed significant decreases in making progress toward meeting standard with declines from 63.6 points for students with disabilities, decrease of 24.6 pts for socioeconomically disadvantaged students, and a 27.6 points decrease for our White subgroup.
2. Decreases in math progress during the 23-24 school year is dramatic. Student access and engagement with the math curriculum and increased opportunities to use iReady math will be provided to all students at all grade levels.
3. Through professional development opportunities focused on ELD strategies, UDL, and the use of PLCs, Gibson will focus on teacher practice and development, intervention/acceleration measures, collaboration, and accountability. Additionally, increased planning and implementation of PBIS and restorative practices will be adhered to in order to increase student engagement and decrease off-task behaviors. Other means of correction and restorative practices will continue in order to decrease Gibson's suspension rate providing students increased access to teaching and learning. The English Learner department will support Gibson teachers in improving their strategies for best practices and teaching and learning for our EL students and, ultimately, our entire population. Teachers' use of data to drive their instruction based on real-time evidence will also be supported by collaborative team meetings at least monthly.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
31.4% making progress.	making progress.
Number Students: 51 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.

2024 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
17.6%	49%	0%	29.4%

Conclusions based on this data:

- 29.4% of English learner students progressed at least on ELPI level over the 2023-2024 school year with another 49% maintaining ELPI attainment. Unfortunately, no students maintained a level 4 ELPI status.
- Support and professional training on best practices for integrated and designated ELD instruction will continue at Gibson, as well as ongoing training on and implementation of the English Learner Roadmap (EL Roadmap) and English Language Arts/English Language Development (ELA/ELD) framework. A teacher cohort is being sent to GLAD training during summer and fall 2025. These teachers will become a guiding coalition for supporting best practices for supporting EL students. Best practices and strategies for implementing both designated and integrated ELD will be a deeper focus of our collaborative teams and the PLC process. Decreasing negative behaviors through relationship building and increasing attention to our schoolwide PBIS will also help students make more positive choices both academically and behaviorally.
- Increased collaboration opportunities to focus on sharing best practices for English learners and the use of data to support best teaching and learning will continue in the 25-26 school year as we continue our focus on the PLC process and increase our attention to training teachers in GLAD strategies.\ to support English learners and increase their attainment of increased English language outcomes.

School and Student Performance Data

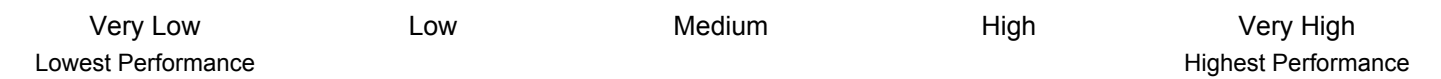
Academic Performance College/Career Report

The 2024 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.

2024 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 26.9% Chronically Absent Declined 11.3 398 Students	English Learners  Orange 37.8% Chronically Absent Declined 3.4 82 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color 75% Chronically Absent Declined 8.3 12 Students	Socioeconomically Disadvantaged  Yellow 32.9% Chronically Absent Declined 9.9 289 Students

Students with Disabilities  Orange 28.1% Chronically Absent Declined 14.9 96 Students	African American  No Performance Color 35.7% Chronically Absent 0 14 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 30.8% Chronically Absent Declined 19.2 13 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 31.1% Chronically Absent Declined 8.2 244 Students
Two or More Races  Yellow 16.1% Chronically Absent Declined 24.5 31 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Yellow 16.3% Chronically Absent Declined 12.8 92 Students

Conclusions based on this data:

1. During the 23-24 school year chronic absenteeism declined significantly for all student subgroups.
2. Gibson's English Learner subgroup made the least amount of progress toward decreasing chronic absenteeism with a 3.4% decrease in chronic absenteeism. Discussion of how parents can continue to support their student(s) to attend school everyday will continue during regularly scheduled ELAC meetings during the 25-26 school year.
3. A focus on Second-Step social emotional curriculum was implemented for the 23-24 school year, and has continued throughout the 24-24 school year with the support from the district's lead counselor. Planned increase of Second-Step implementation is underway for the 25-26 school year as well.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.

2024 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.

2024 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

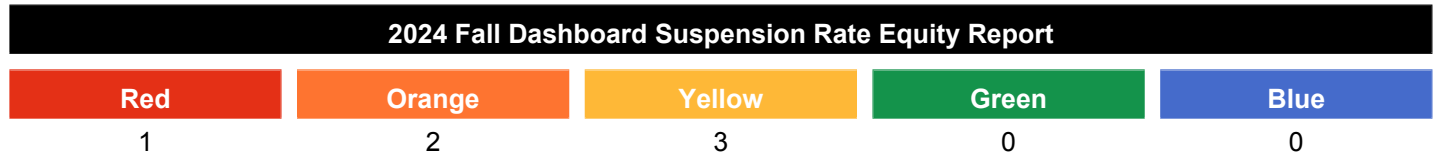
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 5.1% suspended at least one day Declined 0.3% 409 Students	English Learners  Orange 4.7% suspended at least one day Increased 2.4% 85 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color 30.8% suspended at least one day Increased 22.4% 13 Students	Socioeconomically Disadvantaged  Orange 5.4% suspended at least one day Maintained 0% 296 Students

Students with Disabilities  Red 9.4% suspended at least one day Increased 4.5% 96 Students	African American  No Performance Color 14.3% suspended at least one day 14 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 7.7% suspended at least one day Increased 7.7% 13 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 5.1% suspended at least one day Declined 0.4% 253 Students
Two or More Races  Yellow 3.1% suspended at least one day Declined 2.6% 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Yellow 4.3% suspended at least one day Declined 1.4% 93 Students

Conclusions based on this data:

1. The suspension rate decreased .3% (less than 1%) for all students. Increased emphasis on social-emotional learning has been undertaken during the 24-25 school year. All Gibson teachers will continue to focus on increasing student access to social emotional learning in order to improve on task behavior for all students and lessen negative behaviors that warrant suspension.
2. The suspension rate for socioeconomically disadvantaged students was maintained. During the 24-25 school year social emotional learning was increased at all grade levels. This emphasis on increased social emotional learning to better support positive student behaviors will continue during the 25-26 school year.
3. Gibson has focused on using data to support academic success for all students supporting engagement and empowering students to learn. Offering students choices in their learning that takes into account varied learning styles and modalities increased during the 24-25 school year. This is a trend that the school administration continues to support in an effort to increase student engagement and access to the standards based curriculum and to increase student desire to attend school on a regular basis.

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).	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. 22-23: Seven 5th and nine 6th graders participated in Strings class in 22-23. Band is not offered to 4th graders, but 30 5th—6th grade students enrolled in Band for the 22-23 school year.	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	24-25: 3rd grade - 32 students 6th grade - 49 students 23-24: 3rd grade -32 students 22-23: No data available	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.
Student access to college and career information, and access to information on schooling beyond the elementary level.	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 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

	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. 2022-2023: All TK students participated in "Pen Pals" with Pioneer HS, Link Crew, participated in a Field Trip to Pioneer HS. All students participated in viewing the Graduating Senior Parade from Pioneer HS. There were no college and career opportunities provided for 4th - 6th grades.	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.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide access and opportunities for TK-6 students to receive VAPA educational experiences within the school day and beyond.	All students	6000.00 Title I Part A: Basic Grants Low-Income and Neglected
1.2	VAPA Field Trips and Learning Experiences (transportation and entrance fees)	All Students	5929.00 Arts and Music in Schools
1.3	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.	All Students	1000.00 Title I Part A: Basic Grants Low-Income and Neglected
	TK-3rd grade students will be provided the opportunity to explore schooling opportunities beyond the elementary level.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Progress toward VAPA activities were not able to be offered to all grade levels, due to budget constraints both on the school side and on Mondavi's Davidson Foundation, only specific grade levels were able to attend performances at the Mondavi Center during the 24-25 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.

College and Career readiness intentions were not implemented for the 2024-2025 school year as hoped. Gibson will be adding stratified activities by grade level to support college and career readiness and education beyond elementary school.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	ELA progress declined by 6.9 points from 2023 to 2024. 2024 - 54.8 points below standard (declined 6.9 points) 2023 - 47.9 points below standard (maintained 1 point) 2022 - 48.6 points below standard Math achievement declined 19.3 points from 2023 to 2024. 2024 - 80.2 points below standard (declined 19.3 points) 2023 - 60.9 points below standard (increase of 5.6 points) 2022 - 65.4 points below standard	Gibson students will show at least a 5-point increase and decrease the distance from the standard in ELA and Math over the course of the 25-26 school year.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment	Data for the percentage of students who meet or exceed standards on the SBAC for English Language Arts:	Gibson will increase the percentage of students meeting or exceeding the standard in English-Language Arts (ELA) by 3%.

Consortium) English Language Arts and Math.	2024: 33% 2023 - 27% 2022 - 30% Data for the percentage of students who meet or exceed standards on the SBAC for Mathematics: 2024- 20% 2023 - 23% 2022 - 24%	Gibson will increase the percentage of students meeting or exceeding the standard in Mathematics by 5%.
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: 24-25 - 82% 23-24 - 88% 22-23 - 90% Math: 24-25 - 65% 23-24 - 67% 22-23 - 66% The percentage of students meeting growth targets in Reading is exceeding the percentage meeting growth targets in Math. Reading growth target percentages dropped slightly during the 24-25 school year, while math growth targets have remained relatively flat over the past three years.	We will increase the percentage of students meeting their growth targets by 5% in both academic areas of ELA and Math by the mid-year diagnostic during the 2024-2025 school year through the PLC process by increasing the use of data to drive instruction and meet specific student academic needs. Use of i Ready during open library or another open place during recesses or lunch.
Performance level on English Learner Progress Indicator (ELPI)	English Learner Progress declined 7% from 2023 to 2024. 2024: 31.4% making progress (number of students 51) 2023: 38.3% making progress (number of students 60) 2022: 64.7% making progress (number of students 51)	The percentage of Gibson ELs progressing by at least one ELPI level will increase by 10%, with a total of 47% making progress towards English language proficiency over the course of the 24-25 school year.
Percentage and number of students who are chronically absent	Chronic absenteeism has declined by 11.3% from 2023 to 2024. 2024: 26.9% (number of students 398) 2023: 38.2% (number of students 390) 2022: 44.3% (number of students 393)	Gibson will continue to reduce our Chronic Absentee rate through student education and recognition at Monday Assemblies, and through parent education at BTSN, ELAC, PTA and SSC.

Student sense of safety and school connectedness	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: 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.	Gibson will increase student participation in the CHKS to 50% and the three key indicators by 5% each.
Suspension rate	The suspension rate for Gibson has shown only a slight decline over the past three years. 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 continue to show a decline in the percentage of students suspended. Increased implementation of Second Step SEL curriculum will continue. Site based counseling will also focus on supporting Second Step
Parent/family satisfaction on Healthy Kids Survey, on key indicators	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	Gibson will strive to have 30% of students' parents complete the parent/family satisfaction survey, with 65% of those families rating Gibson "high" on key indicators. Finding alternative ways of sending out the CA Health Kids Survey will increase this rate.

	practices. 89% of parents strongly agreed or agreed that Gibson 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.	
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	Gibson teachers participated in the PLC process by meeting whole staff (certificated) and using Collaborative Teams (grade-alike teams). For the 24-25 school year a schedule for collaboration by grade level was developed so that each grade level met as a collaborative team 9 times over the course of they year. Staff rated their PLC Implementation as an 8 nearing full implementation, up from a score of 5 in the 23-24 school year.	Gibson certificated staff will continue to refine their use of the PLC, implementing more checks and balances for the process as we move forward. This will increase collaboration opportunities by grade-alike teams and the use of tools provided by our Professional Development partner, Solution Tree, and district tools and resources.
Number of students participating in Band and Strings class	24-25: All 41 fourth graders participated in strings instruction 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:	It is expected that all fourth grade students will participate in Strings class. A 5% increase in enrollment for 5th & 6th graders in band and strings collectively is expected.

	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	
2nd Grade Participation in Bike Skills Training	24-25: All second grade classes 23-24: All second grade classes 22-23: All second grade classes	All second grade students will be provided the opportunity to participate in Bike Skills Training through The Bike Campaign yearly.
3rd Grade Participation 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	All 3rd grade students will be provided the opportunity to participate in ability awareness training.
Participation in Sierra Nevada Journeys Classroom Lessons and culminating Outdoor Field Trips Sierra Nevada Journeys Family STEM Night	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: 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:	All students will be offered the opportunity to participate in nature based activities, and nature based field trips.
SAEBERS % of students at high risk	Percentages have remained relatively flat over the course of the past three years. 24-25: 5% high risk 16% some risk 23-24: 3% high risk 18% some risk	For the 25-26 school year WJUSD will be using a new Universal Screener for students at risk,. Metrics will be different, 25-26 will become a new baseline.

	22-23: 5% high risk 15% some risk	
Bullying Report	Based on the Bullying Report, three areas of need were identified: Students spreading rumors or lies about other students. Students being mean to other students based on Race or Skin Color Students being mean to other students using, sexual names, comments or gestures	Gibson staff would like provided for them professional development on equity and inclusion so they are better prepared to deal with the racial and sexual comments that students are making more frequently, as well as the rumors and lies which are often of a sexual nature. Staff would also like to be able to provide students training on the historical and cultural background on racial and sexual name calling, etc. and provide students with an understanding of why such bullying should not be happening.

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 focus on student connectedness through social-emotional programs, lessons, and activities while also focusing on student/staff safety and parent/community involvement and access.: Second Step, Positive Behavioral Interventions and Supports (PBIS), including equity and inclusion training. Includes materials/supplies,	All Students	700.00 Supplemental/Concentration 3507.15 Site Discretionary 6275.00 Supplemental/Concentration
2.2	Copy leases, clicks		3875.00 Title I Part A: Basic Grants Low-Income and Neglected 5200.00 Site Discretionary 11625.00

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Supplemental/Concentration
2.3	Gibson will improve the delivery of instruction, to increase student academic achievement and access for all students, with an emphasis on English learners and students with disabilities, through staff collaboration and professional development. Professional Development Opportunities include: • Guided Language Acquisition and Design (GLAD) • Professional Learning Communities (PLC) training & professional development	All students	12,369.50 Title I Part A: Basic Grants Low-Income and Neglected 69.50 Supplemental/Concentration
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	9289.50 Supplemental/Concentration
2.5	PBIS/Safety/Student Connectedness Increased opportunities for student achievement to be recognized: Monday awards, Monthly Awards assemblies where parents are encouraged to attend Attendance incentives, weekly and monthly attendance campaigns 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	1,000.00 Site Discretionary 500.00 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	699.00 Title I Part A: Parent Involvement
2.7	printing and postage.		1700.00 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.8	Gibson will continue to invest in instructional technology to support student learning and engagement.	all students	6935.50 Title I Part A: Basic Grants Low-Income and Neglected
2.9	Gibson will continue to invest in student intervention both during the school day and outside the school day (before or after school). Includes materials and supplies.	all students	2516.00 Title I Part A: Basic Grants Low-Income and Neglected
2.10	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	7280.00 Supplemental/Concentration 7200.00 Title I Part A: Basic Grants Low-Income and Neglected 5929.00 Arts and Music in Schools
2.11	Extra duty, sub release, art teacher	All students	47,434.00 Arts and Music in Schools

Annual Review

SPSA Year Reviewed: 2024-25

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 2025-2026 school.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	Reclassification rate for English Learners: 24-25: - 12 students 23-24 - 5 students 22-23 - 7 students reclassified 21-22 - 21 students 20-21 - 10 students	Increase the reclassification rate to 12%, exceeding district and county rates.
English Learner Progress Indicator (ELPI)	24-25: Red - 31.4% 23-24: Red- 38.3% 22-23: High 64.7%	Increase the EL students' language proficiency rate by 10%, bringing it to 46.2%.
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	23-24: Principle 1 from EL Rise: Assets-oriented and Needs Responsive Schools 3.0 Welcoming and safe environment	Continue to strengthen all areas that are not fully developed and implemented yet through culturally responsive teaching, materials/resources and clubs.

	3.5 Students are known, and identities supported 2.0 Family and community connections 3.5 Building community and collaboration 3.0 Responsive practices and climate 3.0 Bilingualism is an asset 2.5 Dual language/Biliteracy programs 3.0 SEL health and development	Increase at least 3 in each category. 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)	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 2024-2025 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: 24-25: 0 LTELS in 6th grade 23-24: 0 22-23: 4 21-22: 5 20-21: 12 Reclassified LTEL students by year: 24-25: - 12 students 23-24 - 5 students 22-23 - 7 students reclassified 21-22 - 21 students 20-21 - 10 students 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.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Gibson will improve instructional outcomes for English Learners by increasing opportunities for parents to be involved in their students' education, signage and handouts in their native language (to the greatest extent possible), Translation Services (Punjabi, Urdu for ELAC), Parent guides (handouts, packets, flyers)	English Learners	700.00 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Benchmark ELD curriculum training Professional development and training such as EL Rise and an emphasis on the EL Roadmap to build awareness of the needs of English Learners and their families	All Students	2500.00 Title I Part A: Basic Grants Low-Income and Neglected
3.3	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	All Students	700.00 Supplemental/Concentration
3.4	Materials and Supplies	All Students	1000.00 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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.

Certificated staff participated in monthly sharing of teaching strategies to strengthen our Designated and Integrated ELD and provide students with more targeted learning during ELD. Test taking strategies were explicitly taught school-wide to provide support on both the ELPAC and SBAC tests.

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

Gibson has not been able to provide explicit training on the use of the Benchmark curriculum for ELD as desired.

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

GLAD Training is scheduled for three new teachers for the summer of 2025.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	23-24: Gibson has 8 community partners: Lions Club, Elks Club, Yolo Arts, Woodland Police, Woodland Fire, Woodland Public Library, the Bike Garage, and Yolo Farm to Fork. 22-23: Gibson has 8 community partners: Lions Club, Elks Club, Organization for Autism Research, Yolo Arts, Woodland Police, Woodland Fire, the Bike Garage, and Yolo Farm to Fork. 21-22: Gibson has 8 community partners: Lions Club, Elks Club, Organization for Autism Research, Yolo Arts, Woodland Police, Woodland Fire, the Bike Garage, and Yolo Farm to Fork.	Gibson will maintain all community partners, and add one additional partner per year.
Number of extracurricular and co-curricular programs offered	24-25 Gibson offered Cross-Country Running as an extracurricular sport. All students 3rd-6th were invited to participate in the Gibson Talent Show. Rehearsals	Gibson will expand to offer more sports, clubs, visual and performing arts, and student-selected opportunities within and outside of the school day, for a minimum of 2

	were after school, two in-school performances were offered. 23-24: Gibson offered Cross-Country Running as an extracurricular sport. All students TK-6th were invited to participate in the Gibson Talent Show. Rehearsals were after school, two in-school performances were offered, and one nighttime parent/family performance was offered. 22-23: Gibson offered Cross-Country Running as an extracurricular sport. All students TK-6th were invited to participate in the Gibson Talent Show. Rehearsals were after school, two in-school performances were offered, and one nighttime parent/family performance was offered.	extracurricular opportunities per school year..
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	23-24: Survey data is unavailable at this time. 22-23: 107 students (54%) 21-22: 170 students (81%) in grades 3-6 provided input to the SPSA through surveys	Gibson will increase the percentage of students in 3rd-6th completing the survey to 75%
Number and percent of students by representative demographic providing input to the SPSA through focus groups	24-25: All 3rd - 6th grade student were provided the opportunity to take the 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. 22-23: This was the first year Gibson had a Youth Advisory Council created with teacher involvement. Gibson's Youth Advisory Council comprises students representative of the multicultural demographics of Gibson Elementary. The Youth Advisory Council gave input into the survey and helped develop the survey instrument with their teacher advisor. 107/199 3rd-6th grade students completed the survey.	Gibson will continue to support a Youth Advisory Council that is representative of the demographics of our student population.

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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	500.00 Supplemental/Concentration
4.2	Youth Advisory Council will be involved in developing student conflict managers to support all students during recess.	All students - 4th - 6th Grades	500.00 Site Discretionary
4.3	Extra duty and sub release to support Youth Advisory Council meetings, trainings and activities.		2500.00 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Gibson maintained a robust Student Council membership who lead our daily flag/pledge ceremony and announcements. Student Council is also responsible for some school-wide activities, such as Spirit Days, Door Decorating contests and Holiday Grams. Gibson was unable to maintain a Youth Advisory Council for the 24-25 school year. The principal and staff had a shared focus to support one additional SDC class that had subs most of the school year, and support five new teachers to Gibson, two interns, two STIP/PIPs and a transfer from the HS school level to elementary.

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

During the 24-25 school year Student Council did not meet as regularly as the prior year due to a change in staff advisors who were new to advising student council.

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.

Youth Advisory Council will be once again implemented in order to make our site stronger and bring a greater level of engagement and accountability to our students.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$31,412
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$155,433.15
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	\$44,896.00
Title I Part A: Parent Involvement	\$699.00

Subtotal of additional federal funds included for this school: \$45,595.00

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	\$59,292.00
Site Discretionary	\$11,207.15
Supplemental/Concentration	\$39,339.00

Subtotal of state or local funds included for this school: \$109,838.15

Total of federal, state, and/or local funds for this school: \$155,433.15

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
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	59,292.00
Site Discretionary	11,207.15
Supplemental/Concentration	39,339.00
Title I Part A: Basic Grants Low-Income and Neglected	44,896.00
Title I Part A: Parent Involvement	699.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	59,292.00
	Site Discretionary	11,207.15
	Supplemental/Concentration	39,339.00
	Title I Part A: Basic Grants Low-Income and Neglected	44,896.00
	Title I Part A: Parent Involvement	699.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,929.00
Goal 2	134,104.15
Goal 3	4,900.00
Goal 4	3,500.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Diana B. Davidson	Principal
Cristina Smith	Classroom Teacher
Rachel White	Classroom Teacher
Briseyda Gutierrez	Classroom Teacher Other School Staff
Marisol Cardona	Other School Staff Parent or Community Member
Victoria Fernandez	Parent or Community Member
Ed Griffin	Parent or Community Member
Patricia Moreno	Parent or Community Member
Samantha Martinson	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 5/28/2025.

Attested:



Principal, Diana B. Davidson on 5/28/25



SSC Chairperson, Victoria Fernandez on 5/28/25