

Gibson Elementary

10621666006266

Principal's Name: Derrick Hansen

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Derrick Hansen	X				
2. Chairperson – Patricia Sanchez		X			
3. Delia Cholakian				X	
4. Krystal Klaassen				X	
5. Molly Yates				X	
6. Eric Caskey				X	
7. Tiffany Buss				X	
8. Rebecca Horwitz				X	
9. Marie Hudec		X			
10. Martha Santa Cruz		X			
11.			X		
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date 11/2/22 .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Derrick Hansen		4/28/23
SSC Chairperson	Patricia Sanchez		4/28/23

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2023/24

Gibson - 0200

ON-SITE ALLOCATION

3010	Title I	\$27,120 *
7090	LCFF Supplemental & Concentration	\$98,465
7091	LCFF for English Learners	\$3,456
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$9,635</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$138,676

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$904
Remaining Title I funds are at the discretion of the School Site Council	<u>\$26,216</u>
Total Title I Allocation	<u>\$27,120</u>

Gibson Elementary 2023-2024 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓		-16 pts	2021-2022	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		46.95 %	2021-2022	52 %
SBAC Math - Average distance from standard	✓		-37 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		38.32 %	2021-2022	45 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

ELA

We did not meet our SBAC target of 61% meeting or exceeding standards. Only 47% of students in 3-6 grades performed on/above grade level.

- 20% of students exceeded standards
- 27% of students met standards
- 24% of students nearly met standards
- 29% of students did not meet standards

The following actions were implemented:

- PLCs developed quarterly instructional plans around key standards using the district's scope and sequence, pacing guide, and Wonders curriculum, for the purpose of aligning curriculum, instruction, and assessments.
- Teachers were provided professional learning from iReady consultants to increase their knowledge on the resources and the lessons and assessments available for teachers to use with their students.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

ELA

Based on SBAC data:

- 9.7% of African-American students performed on grade level, which is 37.2% below the school-wide average in ELA
- 35% of our Socioeconomically disadvantaged students performed on grade level, which is 11.9% below the school-wide average.

There was an increase in each subgroup from iReadyDiagnostic 1 to Diagnostic 2.

Teachers were very deliberate in ensuring previous grade-level foundations were taught at the beginning of the school year.

There is a need for improvement with alignment between the rigor of standards, instruction, and assessments.

- All students has 1 to 1 technology and were assigned I-Ready lessons that were completed weekly.
- Teachers set school-wide, grade level, and classroom goals. Students were involved in the goal setting process within the classroom goals.
- Students were provided opportunities for small group instruction during the daily designated 30 minutes of intervention in ELA
- Inter-Act Fellows were used during the 30 minutes of intervention in grades K-6.

PLC meetings met on a weekly basis and planned lessons and CFAs according to their place in the scope and sequence. Grade levels did not always have the opportunity or time to analyze grade-level student data and continue the Cycle of Continuous Improvement.

Math

We did not meet our SBAC target of 50% of students meeting or exceeding standards. Only 39% of students in grades 3-6 exceeded or met grade level standards.

- 10% of students exceeded standards
- 29% of students met standards
- 30% of students nearly met standards
- 31% of students did not meet standards

The following actions were implemented:

- PLCs developed quarterly instructional plans around key standards with strategic alignment of curriculum, instruction, and assessments.
- PLCs developed common formative assessments focused on essential standards.
- Teachers in grades 3rd-6th developed CFAs using FIAB/IAB assessments.
- Teachers utilized the district curriculum and other supports to plan and deliver standards-based lessons.
- All students had 1 to 1 technology and were assigned I-Ready lessons to complete weekly.
- Students used Reflexmath as an online resource for math facts.
- Professional development was given on the three-read strategy while solving math word problems.
- Students were given manipulatives to support with math concepts.
- Teachers were informed of the Standards Mastery in iReady to use as an assessment of specific skills or exit ticket.

Math

Based on SBAC data:

- 4.7% of African-American students performed on grade level, which is 33.6% below the school-wide average in Math.
- 26.5% of our Socioeconomically disadvantaged students performed on grade level, which is 11.8% below the school-wide average in Math.

More Common Formative Assessments need to be created and analyzed by PLCs in order to determine deficiencies and next steps for intervention/acceleration.

All students are provided with math instruction that is based on state standards and the district's scope and sequence. Grades 3-6 students are assessed on the FIAB to prepare them for SBAC formatting and questioning.

There is less school-wide math intervention compared to the ELA intervention of 30 minutes per day.

Students continue to struggle with math word problems due to a lack of comprehension skills and not on grade level in reading. The Reflex math program being used this year in classrooms has improved the level of fluency and understanding of math facts, but there is still a deficiency in all grade levels of students knowing the addition, subtraction, multiplication, and/or division facts.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Grades K-6th used the Inter Act tutors during their designated 30 minute intervention time and was able to form additional groups. There was a school-wide schedule created that accommodated all grade levels in which RSP services were provided during that same intervention block. There was an increase in iReady diagnostic from assessment 1 to assessment 2. Teachers stated that the use of the tutors and the 30-minute intervention block has increased student learning and understanding of specific skills.

Although there was an increase in teachers creating CFAs, they were not consistently created and provided to students on a weekly/bi-monthly basis. This did not allow teachers the opportunity to analyze student results and appropriately plan future lessons based on student needs.

Not all PLC groups were able to analyze and determine the standards and skills that were needed to be retaught. Most of the PLC time was used to plan common lessons and calendar instruction and assessments.

Grades 3rd-6th created and analyzed some FIAB/IAB assessments throughout the year. There was not adequate time to analyze student data to support reteaching and intervention. On the occasions when grade levels analyzed the data and retaught certain skills, students increased their assessment scores.

Professional Learning was provided during Buy Back days and some site PL hours within the 45 hours of professional learning. Due to the small amount of hours given for professional learning and PLC work, most of the hours were given to teachers to meet and collaborate in their PLCs.

Teachers were directed to provide goal setting for their classroom and grade level. The Instructional Leadership Team created school-wide goals for iReady and SBAC ELA&Math assessments. Teachers felt that this task provided more clarity and understanding of what is expected by the teacher and the student.

Regional Instructional Leadership Team focused on grading policies and participated in studying the book Grading For Equity. Staff agreed to give students no lower than 40% on assignments to provide them the opportunity increase their grade by the end of the quarter.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Professional learning sessions will be presented during buy-back and institutes days, and throughout the school year using nine of the 45 hours designated for staff PLC/PL.

PLC planning days once at the beginning of the second and fourth quarters. Substitutes will be provided during these full-day planning sessions. The focus will be on planning lessons, creating assessments that include CFAs, and analyze student data for each grade level.

Teachers will use the district's scope and sequence, Common Core Companion, quarterly planner, and pacing guide when planning ELA and math lessons.

Professional Learning will be provided to explain and integrate the Common Core Companion to use side-by-side with other resources when planning lessons.

Increase the use of FIAB/IAB assessments in grades 3rd-6th in order to determine student level of understanding of specific standards. Teachers will analyze data and address the needs of each student according to the results.

The district will continue to provide an Instructional Coach to assist teachers in organizing literacy instruction, student assessment, lesson design, and instructional delivery related to instructional areas. The Instructional Coach will also provide professional learning to teachers to identify teacher/student needs and to design and deliver effective professional training.

Administration will provide feedback during classroom and grade level observations with a focus on mathematics.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: - Continue with Academic Plan described in the SPSA - Provide intervention to students in ELA and math	2 ELAC: N/A	3 Staff: Teachers were provided with the opportunity to give feedback and assess their needs for this year's SPSA. Their input was as follows: - Material/Supplies - Technology/Accessories - Professional Learning based on site's needs
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Action 1

Title: ELA- Challenging Content & Response to Intervention

Action Details:

Gibson Elementary will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction in all grade levels.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
- I-Ready Diagnostics, Grades K-6 three times per year. - Common Formative Assessments, and IABs, FIABs (Grades 3-6) - Quarterly Assessment Plans - Grade Level/Classroom/Student Goal Setting - Instructional Practice Walks (Classroom observations/feedback, reflective conversations), using IPG Tool - Intervention progress monitoring once per quarter. - Intervention groups will be adjusted throughout the year based on student data/needs. - PLC Common Formative Assessments (1 per unit) and Data Analysis Protocols - SBAC ELA - SST Referrals for student academic needs - IEP assessments and meetings will be conducted for Tier 3 academic concerns	Principal Vice Principal Teachers Instructional Coach Resource Specialist InterAct Teaching Fellows	Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 - PLCs will create and administer a minimum of 2 CFAs per unit in ELA that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs. - PLCs will administer IABs/FIABs and analyze the results to determine students' areas of strength and growth for re-teaching and acceleration (grades 3-6). - All students will receive core reading instruction using the Guaranteed and Viable Curriculum (GVC), focused on reading, writing, listening, and speaking, grounded in complex text - Instructional Coach will assist teachers in organizing literacy instruction, student assessment, lesson design, and instructional delivery related to instructional areas. The Instructional Coach will also provide professional learning to teachers to identify teacher/student needs and to design and deliver effective professional training. - PLCs will utilize the district's Scope & Sequence, Pacing Guide, Common Core Companion, and Wonders curriculum to identify essential standards and engage in backwards mapping process. - Every student will engage in daily individualized learning pathways on I-Ready in ELA to support intervention with their identified deficiencies, based on diagnostic results. - Instructional materials and resources will be provided for high level of student engagement and access to rigorous content, aligned to state standards. - All teachers will strengthen Tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade-level standards and require meaningful use of technology. - Teachers in grades K-4th will utilize Scholastic Reading subscriptions to supplement the GVC. - Students will have access to technology resources that allow for differentiated learning, scaffolding, and acceleration. - PLCs will provide acceleration opportunities to those students who have mastered the learning, and need to be propelled deeper into the content. - PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on ELA - Subs and supplemental contracts to support instruction. - Materials and supplies for parent involvement. - Materials and supplies and equipment to support instruction, including maintenance. Tier 2 - Contract for three InterAct Teaching Fellows (Fresno State University) used in grades K-4th for intervention with our Tier 2 students in the classroom. Students receive differentiated intervention for thirty minutes per day focusing on specific skills necessary to be on grade level for reading.
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- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning through the CFA process and iReady results.
- Instructional Coach will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.

Tier 3

- Corrective Reading and Reading Mastery used by the Resource Specialist and paraprofessionals.
- Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate Tier 3 intervention supports.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.
- Students who are performing significantly below grade level (according to established criteria) will receive intensive, remedial reading instruction through the support of the Resource Specialist and paraprofessionals.

Specify enhanced services for EL students:

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- All EL students will receive integrated ELD instruction in alignment with state and ELD standards throughout each lesson/content area.
- Supplemental instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language needs of English Learners.
- ELPAC Assessors will be utilized to assist in assessing English Learners.
- Use of sentence frames as a scaffold
- Design questions and prompts for different proficiency levels

Specify enhanced services for low-performing student groups:

African American students and Socially Disadvantaged students are demonstrating a need for additional support in learning grade-level content standards.

All African American and Socially Disadvantaged students will receive instruction in alignment with and in support of grade-level content standards utilizing the Wonders curriculum.

All African American and Socially Disadvantaged students will receive the following:

Tier 1 - Instructional assurances for all students in the classroom based on grade-level curriculum and standards.

Tier 2 - Instructional supports and interventions, based on CFA and iReady data and progress on grade-level standards, will be used to re-teach and support in small groups.

Tier 3 - Intensive instructional supports and intervention provided for students one year or more below grade level with the support of the Resource Specialist and paraprofessionals.

Action 2

Title: Mathematics - Challenging Content & Response to Intervention

Action Details:

Gibson will implement a comprehensive and balanced math instructional program with an emphasis on daily targeted and differentiated instruction. We will have a focus on students in grades K-6 to ensure all students advance one grade level or beyond per year in math proficiency based on iReady and SBAC assessments.

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target		Owner(s):	Timeline:
• I-Ready Math Diagnostics, Grades K-6 three times per year. • Common Formative Assessments, and IABs/FIABs (Grades 3-6) • Quarterly Common Formative Assessment Calendars • Grade Level/Classroom/Student Goal Setting • Instructional Practice Walks (Classroom observations/feedback, reflective conversations), using IPGTool with a focus on Tenant 3 - Student Ownership • Intervention groups will be adjusted throughout the year based on student data/needs. • SBAC Mathematics • SST referrals for student academic needs • IEP assessments and meetings will be conducted for Tier 3 academic concerns		Principal	Ongoing
		Vice Principal	
		Teachers	
		Instructional Coach	
		Resource Specialist	
		InterAct Teaching Fellows	
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):			
Tier 1			
• PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Math instruction (at least 90 minutes per day). • PLCs will plan to more time spent on more rigorous problems (ThinkSmarter/GoDeeper) during math instruction. • PLCs will create and administer CFAs to determine student areas of need. • PLCs will administer IABs/FIABs and use the results to determine students' areas of strength and growth for re-teaching and acceleration (grade 3-6). • Instructional Coach will assist teachers in organizing math instruction, student assessment, lesson design, and instructional delivery related to instructional areas. The Instructional Coach will also provide professional learning to teachers to identify teacher/student needs and to design and deliver effective professional training. • Teachers will focus on student ownership and students will have the opportunity for productive struggle. • PLCs will allot time in the instructional schedule to develop math fluency and will determine guidelines, frequency, and measurement that will be utilized. Students will have access to Reflex Math to assist with fluency skills. • All students will receive high-quality, effective Math instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership. • Students will have access to technology resources, materials and supplies and graphics that allow for instruction, differentiated learning, scaffolding, and enrichment. • All teachers will strengthen their classroom instruction by intentionally designing tasks that are aligned to the rigor of grade-level standards and require meaningful use of technology. • PLCs will use the math scope and sequence, quarterly planners, common core companion guides, guidance documents, and pacing guides when planning math instruction. • PLCs will plan extra problems/performance tasks for students exceeding grade-level standards. • Instructional Coach will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs. • All students will receive math instruction with an emphasis on conceptual understanding through the use of concrete materials, pictures, numbers, and words.			
Tier 2			
• Every student will engage in daily individualized learning pathways on I-Ready in Math to support intervention with their identified deficiencies, based on diagnostic results. All students in grades K-6 will receive differentiated math instruction, based on students' assessed math needs.			
Tier 3			
• Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate intervention supports (SPED and GE teachers will participate through sub-release). • School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.			
Specify enhanced services for EL students:		Specify enhanced services for low-performing student groups:	
• Materials and resources will be provided to support math instruction by addressing the academic and literacy needs of English Learners (Tier 2).		Tier 1 - Instructional assurances for all students in the classroom based on grade-level curriculum and standards.	
		Tier 2 - Instructional supports and interventions, based on CFA and iReady data and progress on grade-level standards, will be used to re-teach and support in small groups.	
		Tier 3 - Intensive instructional supports and intervention provided for students one year or more below grade level with the support of the Resource Specialist and paraprofessionals.	

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0200 Gibson Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **No food or Incentives**	904.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning days, SST, COST meetings, Kindergarten Assessments - Sub Release days.	9,723.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Subscriptions in support of student learning	2,400.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2. Basic materials and Supplies in support of student learning.	24,073.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: To purchase tech to support student learning.	2,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: School-wide reading intervention.	41,339.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair equipment used to support student learning.	1,000.00
G1A1	One-time School	Instruction	Teacher-Subs			Also supports G1A2. Planning days, SSTs, Kinder Assessments, and COST meeting sub-release days.	2,411.00
G1A2	Sup & Conc	Instruction	Direct-Graph			To support supplemental printed materials.	500.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: This action also supports G1A1. Materials and Supplies	3,456.00

\$89,806.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	85 %	81.15 %	2022-2023	85 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real-world learning experience - Site Defined

Goal 2 field trips such as sixth-grade camp, Kindergarten field trip to the zoo, and others provided by the Goal 2 department were experienced by students.

Gibson also offered a variety of activities for multiple grade levels:

- Minecraft Club
- Knight Pride Assemblies
- Spelling Bee
- Peach Blossom
- Read Across America
- Red Ribbon Week
- Winter Coat Drive
- Student Council
- Safety Patrol
- Lunchtime Activities
- Choir
- Band
- Strings
- Jog-A-Thon
- Good News Club

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Based on the climate and culture, 63% of African American students answered 'yes' to the question "my school prepares me for life through real-world experiences." This is 14% lower than the district average. 66% of our students with disabilities answered 'yes' to the same question, which is 15% lower than the district average.

These survey results may contribute to chronic absenteeism and engagement in student-centered experiences. It can be attributed to instruction lacking the relevance to these subgroups. Teaching strategies may not be aligned to student learning styles.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Since students are now able to experiences real-world learning from going on specific field trips, we are able to provide the experiences that are student centered experiences. All the field trips, athletics, clubs, and events have been implemented this year. Students are able to experience these activities and other events have been planned this year. We have given the opportunity for all students to participate in these activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Students will participate in district-funded field trips promoting career awareness such as Bit-Wise and College Campuses amongst others.
- The Gibson Climate and Culture Team will incorporate school-wide opportunities for students to learn about different career pathways and educational requirements.
- Students in grades 4-6 will have opportunities to participate in music classes.
- Students in grades 3-6 will be encouraged to participate in after-school athletics (3rd &4th grade students cross country and track only).
- Students will have opportunities to participate in various student clubs during and after the school day.
- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connection to school, their community, and future careers.
- Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities such as the Block "G" award.
- Provide literature in the classroom that is relevant to all cultures and traditions.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: SSC agrees to continue providing clubs and activities for students to participate in at school.	2 ELAC: N/A	3 Staff: Staff agrees to continue the activities and events that we currently have in place this year.
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Action 1

Title: Increase extra-curricular activities & exposure to careers

Action Details:

Gibson Elementary students will learn about character and competencies for workplace success by engaging all students in the school community, through participation in Goal 2 activities, with attention given to reducing disproportionality in Goal 2 participation.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Student Engagements (Goal 2) Data
- Responses on the School Culture and Climate Student and Parent Surveys

Owner(s):

Principal
Vice Principal
Teachers

Timeline:

Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students will participate in district-funded field trips promoting career awareness such as local fire departments, Bit-Wise, and College Campuses amongst others.
- The Gibson Climate and Culture Team will incorporate school-wide opportunities for students to learn about different career pathways and educational requirements.
- Students in grades 1-6 will have opportunities to participate in music classes.
- Students in grades 3-6 will be encouraged to participate in after-school athletics (3rd & 4th grade - cross country and track only).
- Students will have opportunities to participate in various student groups and clubs such as Minecraft, Ukulele Club, Student Council, Cheer, Spelling Bee, and many other opportunities centered around connecting students to Gibson school.
- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connection to the school, their community, and future careers.
- Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities such as the Block "G."
- Implement relevant and culturally responsive teaching practices and instruction that increases student engagement, ownership, and connection to content, school, and their lives.
- Provide students with ongoing feedback and instruct them how to revise their work or make improvements based on feedback they are given.
- Climate & Culture Team will engage in on-going cycles of planning and monitoring for effectiveness of student engagement opportunities with real-world experiences and will identify student groups who maybe lacking to ensure they develop ways in which they can better connect with them.

Specify enhanced services for EL students:

- Principal will support parents of EL students through verbal and written communications between home and school.
- Home School Liaison will provide translation to parents to describe the activities and clubs that are available to students.
- EL students will receive additional support with making meaningful connections to content and their lives by providing scaffolds or building background knowledge through the use of visuals, videos, literature, vocabulary development, and language development.
- EL students will receive support with how to utilize technology to access information, visuals, and audio and visual language and/or translation resources outside of school.

Specify enhanced services for low-performing student groups:

- Use of RCA to build relationships with targeted subgroups and parents/guardians.
- Use of Family Foundations counselors and full-time school psychologist to support students with social/emotional, behavioral, and/or mental health needs.
- Encourage low performing students to participate in clubs, sports, and other activities so they have a connection to school and staff.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	15 %	28.7 %	2022-2023	15 %
Suspension Rate - Semester 1	✓	0.2 %	1.65 %	2022-2023	1.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Currently, 6.4% of students have been severely chronically absent from school this year, and another 16.5% have been chronically absent, totaling 22.9% (93 students). We will not meet our target of 15%

- 39.4% are TK/K students (30 of 93 students in this category)
- 22.5% are SWD (21 of 93 students in this category)

Chronic Absenteeism

Gibson will develop an attendance management program to increase attendance rates and lower percentage rate of chronic absenteeism with the following actions:

- Office Assistant, HSL, Vice Principal, and Principal will conduct regular check-ins with identified students, hold attendance conferences, and develop incentive contracts for students with chronic or severely chronic attendance.
- Office Assistant, HSL, RCA, Vice Principal, and Principal will support parents through verbal and written communications between home and school, parent outreach for involvement in meetings and activities
- HSL will make contact with parents through home visits when necessary, and assist with other related resources for parents.
- Daily automated attendance phone calls to all absent students to remind to clear absence
- Students with remaining uncleared absences received a parent phone call from office staff.

Suspensions students with 1 or more

Implementation of the following actions to reduce suspension rates:

- Knight Pride Assemblies/Events planned to celebrate and encourage good behavior and increase student engagement in the school and community.
- Implementation of school-wide activities to promote character development through the pillars of

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

- CA Dashboard Data indicates that Students with Disabilities and African American students are chronically absent at a much higher rate as compared to the school average.

Suspensions students with 1 or more

- At this time, we have 11 suspensions for 2022-23.

Character Counts! with Fun Works.

- Implementation of daily morning meetings utilizing the Second Step Curriculum to support students with conflict resolution and good decision-making.
- Resource Counseling Assistant will build and establish positive relationships with identified students and develop and closely monitor an action plan specific to each student.
- Family Foundation Counseling Services will be provided for identified students exhibiting intensive social-emotional needs.
- School Psychologist will be on campus five days per week to assist with students social and emotional behaviors.
- Behavior assemblies to grades 1st-6th twice a year (August/January)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Teachers continue to hold morning meetings with students. Tier 1 behavior supports are established in each classroom which reduces student misbehaviors. The instructional coach was able to support new teachers with classroom management and student behaviors. Activities were provided to support student behaviors and given as an incentive for positive behaviors. We were not able to utilize our RCA due to it not being filled for most of the school year. They were not able to assist with our Tier 3 students and provide the support that is needed.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Action Changes for 2022-23

- Continue to have a district funded Home School Liaison.
- Continue to have a district funded full-time School Psychologist.
- Regularly scheduled home visits for those students who are severely chronic and chronically absent.
- Specific focus on Students with Disability and African American students that are chronically absent, including home visits.
- Incentives for parents to have their children at school every day.
- Professional Learning on Second Step and other SEL tools.
- Use student and staff Culture and Climate Survey data to guide next steps for a positive climate and culture

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Continue to provide incentives and activities for attendance and behavior.
- Continue having Noon Time Assistants on campus during

2 ELAC:

N/A

3 Staff:

- Continue funding an RCA to support Tier 1 and 2 behaviors
- Continue funding counseling services with Family Foundations

recess and lunch.

Action 1

Title: Student Engagement - Chronic Absenteeism

Action Details:

Gibson Elementary will increase overall student attendance by holding regular conferences and having our Home School Liaison making home visits with parents of chronically absent students discussing the importance of good attendance, and on-going communication with families, and increasing student engagement with the Gibson community. Provide a Resource Counseling Assistant and Family Foundation Counseling Services to support goals.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- ATLASAttendance Data Reports
- Power BI Attendance & Engagement Data Attendance
- Conferences with Parents - Sign-in Sheets/Logs
- Parent/Student Contacts

Owner(s):

Principal
Vice Principal
Office Assistant
CWAS
HSL
RCA

Timeline:

Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Gibson will develop an attendance management program to increase attendance rates and lower the percentage rate of chronic absenteeism with the following actions:

- Tier 1
- Incentives for students/families for increasing or high attendance
- Tier 2
- Office Assistant, HSL, RCA Vice Principal, and Principal will support parents through verbal and written communications between home and school, parent outreach for involvement in meetings and activities, make contact with parents through home visits when necessary, and assist with other related resources for parents. Provide local mileage.
- Tier 3
- Office Assistant, HSL, Vice Principal, and Principal will conduct regular check-ins with identified students, hold attendance conferences, and develop incentive contracts for students with chronic or severely chronic attendance.
 - HSL, and/or Vice Principal and Principal will conduct home visits to those students who are severely chronic or chronically absent from school.

Specify enhanced services for EL students:

- Principal and HSL will communicate directly with parents of EL students.
- Office assistant and HSL will support parents of EL students through verbal and written communications between home and school (Tier 3).

Specify enhanced services for low-performing student groups:

- Principal will invite the parents of our Special Education Students (ALPS Program) to a principal's coffee to specifically address current attendance issues in the program.
- Administration will monitor TK/Kindergarten attendance throughout the year. Provide meetings with

- families of TK/Kindergarten to discuss the importance of attending school on time each day.
- HSL and administration will make home visits to those TK/Kindergarten families to follow-up on attendance and determine the root cause to absences. Provide support to families as needed (Tier 3).
 - HSL and administration will make phone calls and/or home visits to African American and students with disabilities families to follow-up on attendance and determine the root cause to absences. These are our focus groups to increase attendance and decrease the number of chronic absenteeism. Provide support to families as needed (Tier 3).
 - Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school (Tier 1).
 - Teachers will encourage these specific students to participate in extra-curricular activities and school clubs (Tier 1).
 - Teachers will incorporate SEL learning into academic instruction (Tier 1).
 - Family Foundations will provide supports and check-ins for students/families sub-groups identified on the dashboard (Tier 2).

Action 2

Title: Student Engagement - Suspensions

Action Details:

Gibson Elementary will implement agreed upon levels of misbehaviors and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and increase student engagement in the school and community.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Daily morning meetings utilizing the Second Step Curriculum
- SEL Survey
- Student Survey
- Staff Survey
- Student Success Team Behavior Referrals
- Student Behavior Support Plans
- Family Foundations Counseling Services: Pre & Post Behavior Reports
- Resource Counseling Assistant will assist with the Climate and Culture of the school.

Owner(s):

Principal

Vice Principal

Resource Counseling Assistant

Home School Liaison

Teachers

Timeline:

Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- Gibson will continue to focus on the importance of Teacher/Student relationships as it relates to student engagement and connection to the school.
- Social-Emotional Learning will be a deliberate presence in all classrooms. All teachers will implement daily morning meetings utilizing the Second Step Curriculum.
- Behavior assemblies will be conducted in August and January to communicate school procedures and expectations to all students.
- Knight Pride Assemblies/Events planned to celebrate and encourage good behavior and increase student engagement in the school and community.

- Implementation of school-wide activities to promote character development through the pillars of Character Counts!
- The Gibson Climate and Culture Team will continue to implement initiatives in support of student engagement and connection to the school.
- Professional Learning around Cultural Responsiveness will continue for all staff.
- Additional Noon Time Assistants will provide more supervision during morning and lunch recess.

Tier 2

- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior.
- Resource Counseling Assistant will build and establish positive relationships with identified students and develop and closely monitor an action plan specific to each student.

Tier 3

- Family Foundations Counseling Services will continue two days/week in order to better meet the needs of identified students exhibiting intensive social-emotional needs.

Specify enhanced services for EL students:

- Principal, Vice Principal, HSL, and RCA will support parents of EL students through verbal and written communications between home and school.

Specify enhanced services for low-performing student groups:

- RCA will develop a caseload of students for ongoing Tier II supports including SEL and engagement in clubs.
- RCA will establish relationships and a communication circle including administration, teachers, and parents.
- There is a need for more opportunities for intramural games/activities with direct supervision by RCA and NTA's at lunch recess will be provided (Tier 1).
- Ongoing counseling through Family Foundations Clinician targeting conflict resolution and emotional regulation (Tier 3).
- School Psychologist will be on campus five days per week providing the following supports: individual counseling, leading social skills groups, observe and collect data on specific students in structured and non-structured activities to provide feedback and assistance to teachers, provide strategies for students, staff, and parents for social/emotional supports, communicate and collaborate with families, assist with creating positive behavior support plans if needed (Tier 3).

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0200 Gibson Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Local Mileag			: HSL Local Mileage - also G3A2	250.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		15,180.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services: Counseling Service Clinician 2 days per week to support SEL for students. (split 3010)	7,224.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services: Counseling Service Clinical - 2 days/week to provide SEL counseling supports for students (split 7099)	26,216.00

\$48,870.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	90 %	93.26 %	2022-2023	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Historically, we retain the majority of teachers hired at Gibson Elementary and attribute this to the support teachers receive in building their teaching capacity and valued community, positive relationships with administration, and a positive climate and culture among our staff, parents, and students.

Staff Survey—Overall Positive in Belonging Domain

Based on the Fall 2022 Staff Survey, only 13 staff members responded, and 82% of those that completed the survey responded positively in the Sense of Belonging Domain, indicating that they feel accepted, valued, and included by teachers and peers in all school settings.

The following actions were implemented:

Provide appropriate communication by administrators in a variety of formats with all staff.

Administrators are visible on campus and accessible to all staff members.

All staff are included in the weekly updates and encouraged to attend/participate in staff events on campus.

Ensure that staff has a voice and collaborate with other staff members to create a positive climate and culture on campus.

Provide days throughout the school year where staff members come together for special events.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

Staff members had the opportunity to collaborate and work with each other.

Staff Survey

The lowest rated question by those submitting the survey was 73% feel that adults on campus treat students fairly.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Continued to focus on having positive staff morale as this was a concern prior to last year. Continue to have different activities and events for all staff members to create a positive climate and culture on campus. Most staff members participated in the staff events and activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Provide Professional Development to newly hired staff and current staff with instructional strategies, utilizing data to drive instruction and depth of knowledge with Common Core Standards.
 - Provide opportunities for team building with new and entire staff to create a strong sense of connection between staff and community.
 - Schedule quarterly meetings with newly hired teachers for needs assessments to provide individualized support and address teacher needs.
 - Continue to provide staff members the voice when making decisions or have suggestions.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: Continue having highly qualified staff members Provide staff with adequate material and supplies	2 ELAC: N/A	3 Staff: • RCA to continue supporting Tier 1 and 2 student behaviors. • Opportunities for professional learning and planning
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Action 1

Title: Recruitment and Retention of Staff

Action Details:

Gibson Elementary will actively continue to recruit staff members that reflect the diversity of the Gibson community at all levels of the school's personnel. We will provide an inclusive school climate, focused on building relationships and having high expectations for all.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

The Gibson student population breakdown is as follows:

- Hispanic = 50.3%
- White = 27.7%
- African American = 10,6%
- Asian = 2.7%
- Two or More Races = 6.7%
- Filipino = .7%

Owner(s):

Principal
Vice Principal
Teachers

Timeline:

June 2023

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- The Climate and Culture Team will continue to use staff survey data (Overall Positive in Belonging Domain) to guide school-wide initiatives to improve the overall feeling of belonging at Gibson (Tier 1).
- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels.
- Continue to provide professional learning around Cultural Proficiency for all staff.
- Increase recruitment of diverse parent participants for the School Site Council.
- Professional Learning opportunities such as conferences and district and outside-district opportunities.
- Sub-release days to support teacher needs, PLC planning, and professional learning.
- Gibson Teacher Updates/Weekly messages
- PLC meetings
- Teacher feedback from walkthroughs and lesson observations.

Specify enhanced services for Staff in support of EL students:

- Continue to provide professional learning around Cultural Proficiency for all staff.

Specify enhanced services for Staff to support low-performing student groups:

- Continue to provide professional learning for IAB and FIAB as well as Claims and Targets
- Continue to provide professional learning for i-Ready data

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95 %	88.25 %	2022-2023	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Increase opportunities for family engagement so that all families feel included and a part of the Gibson school community.

Parent Survey- Respected and Kindness

There were 64 families that responded to the Fall 2022 FamilySurvey.

- 96% of parents responded that they are treated with respect and kindness by school staff.
- 96% of parents responded that they feel they are a part of the school.
- 93% of parents responded that the school values understanding different races, ethnicities, and cultures.
- 89% of parents feel like the school encourages parent participation.

The following actions were implemented:

- Continue with on-going communication with families about school schedules, events, and updates through weekly phone calls, weekly newsletter, school website, and in-person and virtual parent meetings.
- Parents were able to volunteer in classrooms and support students and teachers.
- Parents were able to participate in voluntary events such as the Winter Music Concert, Gibson Carnival, and Gibson Jog-A-Thon.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

Student activities, athletics, and other events were scheduled throughout the school year. There was an abundance of parent support and volunteers in the classroom and at events.

Parent Survey- Respected and Kindness

Teachers and staff continue to make the school a place where parents, staff, and students work as a team to support student success. Staff make families feel welcomed at school when they are on campus or volunteering in classrooms and events.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The school was able to advertise and recruit parents for the School Site Council and Parent Teacher Organization. PTO events were scheduled during the year that included: Gibson Carnival, Parent/Student dances, Grandparent day, Jog-A-Thon, ParentCoffee Hour, Back to School Night, Open House and Music performances.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Administration Team will actively recruit parents for participation in School Site Council and Parent Teacher Organization. Gibson will create parent workshops focused on topics aligned with supporting children in their academics. Principal Coffee Hours will be set up on a quarterly basis with a variety of topics centered around engaging families in their child's education. Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust. Gibson will continue to consistently communicate with parents through the use of a digital weekly newsletter which will include information for families to engage in their students' learning. Gibson Elementary will host family events such as Back to School Knight, Open House, Grandparents' Day, Fine Arts Fair, and many others in order to increase family engagement with their child's education.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: - Provide family events and activities at school. - Communication between school and families	2 ELAC: N/A	3 Staff: - Materials/Supplies for parent meetings, assemblies, student engagements, etc - Include parents as volunteers in the classroom.
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Action 1

Title: Family Engagement

Action Details:

Gibson Elementary will increase inclusive opportunities for families to engage in their students' education by providing additional resources and on-going communication with families, and increased opportunities for parents to get involved with the school.

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School Activities and events	Principal	August 2023 - June 2024
Parent Meeting/Conferences Attendance	Vice Principal	
Parent-Teacher Organization membership and meeting attendance	Office Manager	
Culture &Climate Family Survey	Home School Liaison	

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):
- Gibson will provide families with access to a variety of verbal and written communications regarding schoolwide expectations, policies, procedures, disciplinary guidelines, and programs offered to students. - Gibson will create opportunities for families to participate in school activities and events to support their students' engagements in school, including: Carnival, Jog-A-Thon, family dances, Trunk or Treat, Family Movie Night, Donuts with Grown-ups, athletics, student performances, music programs, award assemblies, Family Nights, Back to School event, Open House, etc. - Families will receive communication of student academic, social-emotional, and attendance progress through parent-teacher conferences, progress reports, report cards, ISLPs, ATLAS Parent Portal, EduText, and/or email/phone messages. - School and classroom communication will be provided by: School Messenger phone recordings, phone calls and emails, weekly newsletter, Parent Square, digital flyers, school social media platforms, use of marquee, and PeachJar. - Materials, supplies, and technology will be provided to support meetings and family engagement. - Administration Team will actively recruit parents for participation in School Site Council and Parent Teacher Organization. - Gibson will create parent workshops focused on topics aligned with supporting children in their academics, and participating in FUSD ParentUniversity. - Principal Coffee Hours will be set up on a quarterly basis with a variety of topics centered around engaging families in their child's education. - Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust. - Gibson will continue to consistently communicate with parents through the use of a digital weekly newsletter which will include information for families to engage in their students' learning. - Translators for families will be provided during parent-teacher conferences and other communication throughout the year. - Families will be invited to participate in Student Success Team meetings for identified students in order to collaboratively develop academic and/or social-emotional interventions (Tier 2). - Families of students who are chronically absent will be invited to attend conferences with administrators/office staff (Tier 3).

Specify enhanced services for Families of EL students:	Specify enhanced services for Families of low-performing student groups:
- Home School Liaison will communicate directly with parents of EL students. - Families will have opportunities to participate in recognition/awards ceremonies honoring EL student achievement and redesignation. - Families will receive district and school communications in a language that is accessible to them, whenever possible.	Families of students who need additional support will be invited to attend SST meetings in order to collaboratively develop a support plan and progress monitoring.

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0200 Gibson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **No food or Incentives**	904.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning days, SST, COST meetings, Kindergarten Assessments - Sub Release days.	9,723.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Subscriptions in support of student learning	2,400.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2. Basic materials and Supplies in support of student learning.	24,073.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: To purchase tech to support student learning.	2,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: School-wide reading intervention.	41,339.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair equipment used to support student learning.	1,000.00
G1A1	One-time School	Instruction	Teacher-Subs			Also supports G1A2. Planning days, SSTs, Kinder Assessments, and COST meeting sub-release days.	2,411.00
G1A2	Sup & Conc	Instruction	Direct-Graph			To support supplemental printed materials.	500.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: This action also supports G1A1. Materials and Supplies	3,456.00
G3A1	Sup & Conc	Instruction	Local Mileag			: HSL Local Mileage - also G3A2	250.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		15,180.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services: Counseling Service Clinician 2 days per week to support SEL for students. (split 3010)	7,224.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services: Counseling Service Clinical - 2 days/week to provide SEL counseling supports for students (split 7099)	26,216.00

\$138,676.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$27,120.00
Sup & Conc	7090	\$98,465.00
LCFF: EL	7091	\$3,456.00
One-time School	7099	\$9,635.00
Grand Total		\$138,676.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$89,806.00
G3 - Increase student engagement in their school and community	\$48,870.00
Grand Total	\$138,676.00