

**Gibson Elementary**

10621666006266

Principal's Name: Derrick Hansen

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Title I SWP

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<b>District Goals</b>	
<p>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.</p>	
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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Derrick Hansen</b>	X				
2. <b>Chairperson - Krystal Klaassen</b>				X	
3. <b>Trent Marks</b>				X	
4. <b>Heather Tomkins</b>				X	
5. <b>Delia Cholakian</b>				X	
6. <b>Molly Yates</b>				X	
7. <b>Evelyn Dera</b>		X			
8. <b>Stephanie Martinez</b>		X			
9. <b>Russ Ullner</b>		X			
10. <b>Susan Halvorsen</b>			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>11/3/21</u> .

**Required Signatures**

<b>School Name: Gibson Elementary</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
Principal	Derrick Hansen		3/31/22
SSC Chairperson	Krystal Klaassen		3-31-22

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 2022/23

Gibson - 0200

**ON-SITE ALLOCATION**

3010	Title I	\$26,536
7090	LCFF Supplemental & Concentration	\$97,658
7091	LCFF for English Learners	\$2,400
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$53,383
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$179,977</b>

* 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	\$992
	Remaining Title I funds are at the discretion of the School Site Council	\$25,544
	Total Title I Allocation	\$26,536

## Gibson Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		51.61 %	2021-2022	61 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		36.05 %	2021-2022	50 %

**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 target of 61%. 52% of students in K-6 performed on/above grade level (an increase of 21% from Diagnostic 1 assessment, and 6% decrease from iReady#2 last year in December).

- 34% of students 1 year behind
- 14% of students 2 years or more behind
- 49% of students in grades 3-6 performed on/above grade level

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 Curriculum and Instruction focusing on the use of Wonders curriculum and other resources.
- All students had 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

**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 Power Bi iReady Diagnostic 2 reports:

- 16.7% of African-American students performed on grade level, which is 35.3% below the school-wide average in ELA
- 42% of our Socioeconomically Disadvantaged students performed on grade level, which is 10% below the school-wide average.

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

Students had the opportunity to have in-person learning on a daily basis for the first time in over two years. 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.

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

minutes of intervention in ELA.

- Inter-Act Fellows were used during the 30 minutes of intervention in grades K-4.

Due to PLC meetings being optional at the end of the second quarter and through the remainder of the year, grade levels did not always have the opportunity to analyze grade-level student data and continue the Cycle of Continuous Improvement.

#### Math

We did not meet our target of 50%. 36% of students in K-6 performed on/above grade level (an increase of 18% from Diagnostic 1 assessment, and 3% decrease from iReady#2 last year in December).

- 49% of students 1 year behind
- 15% of students 2 years or more behind
- 29.5% of students in grades 3-6 performed on/above grade level

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 Reflex math as an online resource for math facts.
- MLD demonstrations, coaching, and professional learning were provided to 5th and 6th-grade teachers.

Due to PLC meetings being optional at the end of the second quarter and through the remainder of the year, grade levels did not always have the opportunity to analyze grade-level student data and continue the Cycle of Continuous Improvement.

#### Math

- 7.1% of African-American students performed on grade level, which is 28.9% below the school-wide average in ELA
- 25% of our Socioeconomically Disadvantaged students performed on grade level, which is 11% below the school-wide average.

All students are provided with math instruction that is based on state standards and the district's scope and sequence.

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.

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).

InterAct Fellows were intended to be used as a pull-out intervention that was supervised by the Resource Specialist. Prior to the beginning of the year, it was decided that tutors would push into classrooms for 30 minutes of ELA/Reading intervention. Grades K-4th used the tutor during their designated intervention time and was able to form additional groups. There was a school-wide schedule created that accommodated those grade levels. 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.

Due to the decrease of PLC hours and having it optional for a major portion of the school year, CFAs were not consistently created and provided to students. This did not allow teachers the opportunity to analyze student results and appropriately plan future lessons based on student needs.

There were multiple occasions throughout the year that either students or their teacher were out due to Covid health issues. Teachers were unable to consistently instruct all students in person and provide the individual support that was needed. Some classes were out multiple days at a time which resulted in simultaneous teaching or students doing packets which isn't the most effective learning environment.

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 not provided as intended due to the lack of PL hours throughout the year and having them optional for the majority of the year. Some staff members did participate in professional learning around FIAB/IAB and Edcite, both assessment tools used to determine student understanding of the standards.

Teachers were not given PLC planning days due to a substitute shortage. Any planning or analyzing of data needed to be done during their 27 hours of PLC time or after their work day. There is a need to have the time for PLC planning, creating Common Formative Assessments, and analyzing student data.

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.

**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 2022-23 SPSA.

- Additional Professional Learning for teachers to increase capacity in ELA and mathematics. These 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, third, and fourth quarters. Substitutes will be provided during these full-day planning sessions. The focus will be on planning lessons and creating assessment which includes CFAs for each grade level.
- Teachers will use the district's scope and sequence, 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 number of Inter-Act Teaching Fellows to four in order to have intervention in all grade levels. This will allow fifth and sixth-grade classes to participate in the 30-minute intervention during a designated time.
- 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.
- Teachers will have access to an assessment program that will allow them to select questions from a bank of questions for classroom or grade level CFAs. They will utilize the program to check for student understanding by using exit tickets after lessons are completed.
- The district will 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.

**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:

- Ensure that teachers have communication with parents about student academic levels and intervention resources that are available.
- Provide SEL supports that can increase academic success.
- Provide "Bridge Building" opportunities between the school site and families.

**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
- Additional Inter-Act Teaching Fellow
- Technology/Accessories
- Professional Learning based on site's needs
- Planning Time
- Sub release time for assessments

## Action 1

**Title:** ELA- Challenging Content & Response to Intervention

### Action Details:

Gibson will increase student learning in Literacy by providing effective instruction, as defined by FUSD Literacy Instructional Practice Guides, and implementing a multi-tiered system of support in order to meet students' assessed needs. Intervention support will be provided in each classroom within the instructional day.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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

- 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

#### Owner(s):

- Principal
- Vice Principal
- Teachers
- Instructional Coach
- Resource Specialist
- InterAct Teaching Fellows

#### Timeline:

Ongoing

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

- Contract for four InterAct Teaching Fellows (Fresno State University)
- Corrective Reading and Reading Mastery used by the Resource Specialist and paraprofessionals.
- 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.
- Teachers will have access to an online bank of questions to create assessments for CFAs and/or exit tickets.
- 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 (Tier 1).
- 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.
- 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 (Tier 2).
- 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
- PLCs will utilize the district's Scope & Sequence, Pacing Guide, and Wonders curriculum to identify essential standards and engage in backwards mapping process.
- 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.
- 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 (Tier 3).
- 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.
- Instructional materials and resources will be provided for high level of student engagement and access to rigorous content, aligned to state standards.

- 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.

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.

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 ensure that all students receive necessary interventions by creating a systematic response to intervention within our school, and continually improve Mathematics instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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

- I-Ready Math 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 IPGTool
- 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

Owner(s):

- Principal
- Vice Principal
- Teachers
- Instructional Coach
- Resource Specialist
- InterAct Teaching Fellows

Timeline:

Ongoing

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

- 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.
- PLCs will allot time in the instructional schedule to develop math fluency and will determine guidelines, frequency, and measurement that will be utilized (Tier 1).
- 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. (Tier 1)
- Students will have access to technology resources that allow for 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. (Tier 1)
- 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 2).
- PLCs will use the math scope and sequence, quarterly planners, and pacing guides when planning math instruction.
- PLCs will plan extra problems/performance tasks for students exceeding grade-level standards.
- 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). (Tier 3)
- 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.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.(Tier 3)
- All students will receive math instruction with an emphasis on conceptual understanding through the use of concrete materials, pictures, numbers, and words.

#### Specify enhanced services for EL students:

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- Materials and resources will be provided to support math instruction by addressing the academic and literacy needs of English Learners.

#### Specify enhanced services for low-performing student groups:

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- 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.

# 2022-2023 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	Sup & Conc	Instruction	Teacher-Supp			This action also applies to G1A1. Teacher supplemental contracts for interventions.	1,239.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2. Basic materials and Supplies in support of student learning.	26,920.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : School-wide reading intervention.	51,219.00
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	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors for English Learners state assessment.	990.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	1,410.00
G1A1	One-time School	Instruction	Teacher-Subs			Planning days, SST's, Kinder assessment, and COST meeting sub-release days.	16,875.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies **No food or incentives**	4,045.00
G1A1	One-time School	Instruction	Nc-Equipment			: To purchase tech to support student learning.	5,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			To support supplemental printed materials.	500.00
G1A2	One-time School	Instruction	Teacher-Supp			Tutoring contracts to support intervention	2,847.00

**\$114,045.00**

**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	✓		82.47 %	2021-2022	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
- Paint Knight
- Knight Pride Assemblies
- Spelling Bee
- Peach Blossom
- Read Across America
- Red Ribbon Week
- Coat Drive
- Student Council
- Safety Patrol
- Lunchtime Activities
- Choir
- Band
- Strings
- 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.

Due to state and district guidelines, many in-person student activities were not able to happen this year. The following were events that did take place in person:

- Minecraft Club
- Knight Pride assemblies
- Student Council
- Safety Patrol
- Lunchtime sports activities
- Music concert
- Jog-A-Thon
- Red Ribbon Week
- Read Across America

Most students participate in school events, which include the low-performing subgroups.

**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).

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Due to specific state and district guidelines, not all activities were implemented this year. Those activities and events that did take place were very successful and students and families enjoyed the opportunity to participate after not being able to the last two years.

**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 2022-23 SPSA.

- Students will participate in district-funded field trips promoting career awareness such as Chef's Academy, Bit-Wise, 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."

**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, with the addition of events that we were not able to do this year.

## Action 1

**Title:** Increase extra-curricular activities & exposure to careers

### Action Details:

Gibson Elementary students will learn about character and competencies for workplace success through engagements in arts, activities, and athletics by implementing Meaningful Work through Student Jobs, elective wheel classes, student clubs, and various other school activities.

**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 Chef's Academy, Bit-Wise, 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 (3<sup>rd</sup> & 4<sup>th</sup> 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."

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Use of RCA and Tier II support staff (Child Welfare and Attendance Support) 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	✓		33.12 %	2021-2022	15 %
Suspension Rate - Semester 1	✓		0.44 %	2021-2022	0.2 %

**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, 11.1% of students have been severely chronically absent from school this year, and another 22.6% have been chronically absent, totaling 33.7%(146 students). We will not meet our target of 6.22%

- 28.0% are TK/K students (41 of 146 students in this category)
- 13.0% are SWD(19 of 146 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, CWAS, 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, CWAS, 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 and CWAS 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 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 two suspensions for 2021-22, both being the same student.

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 Foundations 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 student 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 evident in each classroom which prevents student misbehaviors. There was an increase in Noon Time Assistants this year to provide more coverage and supervision during morning and lunch recess.

**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 2022-23 SPSA.

**Action Changes for 2022-23**

- District funded Child Welfare and Attendance Specialist
- District funded Home School Liaison
- District funded full-time School Psychologist
- Regularly scheduled home visits for those students who are severely chronic and chronically absent

**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 incentives and activities for attendance and behavior.
- Continue having Noon Time Assistants on campus during recess and lunch.

**2** ELAC:

N/A

**3** Staff:

- Continue funding an RCA to support Tier 1 and 2 behaviors
- Provide opportunities for students to participate in positive behavior activities
- Continue funding counseling services with Family Foundations

## Action 1

**Title:** Increase student attendance through engagement

### Action Details:

Gibson will increase overall student attendance by holding regular conferences with parents of chronically absent students about the importance of good attendance, ensuring resources and on-going communication with families, and increasing student engagement with Gibson and the Gibson community.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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

- ATLAS Attendance 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:

- Office Assistant, CWAS, 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, CWAS, 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.
- CWAS, HSL, and/or Vice Principal and Principal will conduct home visits to those students who are severely chronic or chronically absent from school.
- Incentives for students/families for increasing or high attendance.

#### 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.

#### 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.
- CWAS and 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, CWAS, 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.
- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school.
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.

- Teachers will incorporate SEL learning into academic instruction.
- Family Foundations will provide supports and check-ins for students/families sub-groups identified on the dashboard.
- CWAS will meet regularly with those students who are chronically absent.

## Action 2

**Title:** Social Emotional Supports

### Action Details:

Gibson 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.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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:

- 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.
- CWAS and HSL will provide social and emotional support for students in need

Principal  
Vice Principal  
Resource Counseling Assistant  
Child Welfare and Attendance Specialist  
Home School Liaison  
Teachers

Ongoing

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

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

#### Specify enhanced services for EL students:

#### Specify enhanced services for low-performing student groups:

- Principal, Vice Principal, HSL, and RCA will support parents of EL students through verbal and written

- RCA will develop a caseload of students for ongoing Tier II supports including SEL and engagement in

communications between home and school.

clubs.

- RCA and CWAS will establish relationships and a communication circle including administration, teachers, and parents.
- More opportunities for intramural games/activities with direct supervision by RCA and NTAs at lunch recess will be provided.
- Ongoing counseling through Family Foundations Clinician targeting conflict resolution and emotional regulation.
- 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.

# 2022-2023 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
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Service Clinician 3 days per week to provide SEL counseling supports for students.	25,544.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA position to provide SEL student support.	14,780.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Service Clinician 4 days per week to support SEL for students. (split 3010)	24,616.00

**\$64,940.00**

**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	✓		84.44 %	2021-2022	90 %

**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 2021 Staff Survey, only 15 staff members responded, and 87% 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.

**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 as students have been at school for in-person learning.

**Staff Survey**

The lowest rated question by those submitting the survey was 73% feel that the school values understanding different races, ethnicities, and cultures.

Of the staff surveyed, only 80% of them felt they are valued.

**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).

There was a focus to create a positive staff morale due to this being an area of concern with staff when interviewed prior to the beginning of the 2021-22 school year. Multiple staff members instituted different activities and events for all staff members to create a positive climate and culture on campus.

**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 2022-23 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

**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
  - Providing material and supplies as needed

### 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.

**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 = 46.7%
- White = 30.8%
- African American = 13.1%
- Asian = 3.4%
- Two or More Races = 4.9%
- Filipino = .9%

**Owner(s):**

- Principal
- Vice Principal
- Teachers
- Office Manager

**Timeline:**

June 2022

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Implementation of New Goal for 2021-2022 School Year:

- 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.
- 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, MLD (5th and 6th), 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 Professional Development or Staff Services to support EL students:

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

Specify Professional Development or Staff Services to support low-performing student groups:

- Continue to provide professional learning around Cultural Proficiency for all staff.
- 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	✓		91.6 %	2021-2022	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.

**FamilyGoal - 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 2021 Family Survey:

- 98% of parents responded that they are treated with respect and kindness by school staff.
- 90% of parents responded that they feel they are a part of the school.
- 94% of parents responded that the school values understanding different races, ethnicities, and cultures.
- 92% of parents feel like the school encourages parent participation.

The following actions were implemented:

- 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 not allowed to visit classes in person which has been done frequently in the past. We look forward to inviting parents back on campus next year.
- 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**

Due to the continued state-mandated guidelines during the pandemic, we have been unable to conduct student activities, athletics, and performances. Also, we were unable to have events in Fall 2021 that would engage our families. All events have been moved to Spring 2022 so families will have the opportunity to participate in school 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. It has been difficult to make families feel welcomed at school when they have only been permitted on campus to conduct essential business.

**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. We were not able to have parents on campus or in classrooms due to state-mandated guidelines and protocols. Monthly Parent Coffee Hours were not allowed which limited the connection and communication with families and school staff. Parent workshops were not conducted due to guidelines. Events in Spring 2022 will continue as planned as long as they are voluntary to families. Those events will include Gibson Carnival, Jog-A-Thon, Open House, and Music performance.

**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 2022-23 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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<ul style="list-style-type: none"><li>• Provide family events and activities at school.</li><li>• Principal's Coffee hour once a month</li><li>• Communication between school and families</li></ul>	N/A	<ul style="list-style-type: none"><li>• Materials/Supplies for parent meetings, assemblies, student engagements, etc</li><li>• Include parents as volunteers in the classroom.</li></ul>

### Action 1

**Title:** Family Engagement

[Action Details:](#)

Gibson 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

**Explain the Progress Monitoring and data used for this Action**

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

School Activities and events

Parent Meeting/Conferences Attendance

Parent-Teacher Organization membership and meeting attendance

Culture & Climate Family Survey

**Owner(s):**

Principal

Vice Principal

Office Manager

Home School Liaison

**Timeline:**

August 2022 - June 2023

**Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:**

- Implementation of New Goal for the 2022-2023 School year:
- 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, 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, 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.
- 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.
- Families of students who are chronically absent will be invited to attend conferences with administrators/office staff.

**Specify Direct Service and Opportunities for parents and families to support EL students:**

- 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.

**Specify Direct Service and Opportunities for parents and families to support low-performing student groups:**

- 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.

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0200 Gibson Elementary (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **No food or incentives**	992.00

**\$992.00**

## 2022-2023 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	Sup & Conc	Instruction	Teacher-Supp			This action also applies to G1A1. Teacher supplemental contracts for interventions.	1,239.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2. Basic materials and Supplies in support of student learning.	26,920.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : School-wide reading intervention.	51,219.00
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	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors for English Learners state assessment.	990.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	1,410.00
G1A1	One-time School	Instruction	Teacher-Subs			Planning days, SST's, Kinder assessment, and COST meeting sub-release days.	16,875.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies **No food or incentives**	4,045.00
G1A1	One-time School	Instruction	Nc-Equipment			: To purchase tech to support student learning.	5,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			To support supplemental printed materials.	500.00
G1A2	One-time School	Instruction	Teacher-Supp			Tutoring contracts to support intervention	2,847.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Service Clinician 3 days per week to provide SEL counseling supports for students.	25,544.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.4375	RCA position to provide SEL student support.	14,780.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Service Clinician 4 days per week to support SEL for students. (split 3010)	24,616.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **No food or incentives**	992.00
<b>Total</b>							<b>\$179,977.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$26,536.00
Sup & Conc	7090	\$97,658.00
LCFF: EL	7091	\$2,400.00
One-time School	7099	\$53,383.00
<b>Grand Total</b>		<b>\$179,977.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$114,045.00
G3 - Increase student engagement in their school and community	\$64,940.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$992.00
<b>Grand Total</b>	<b>\$179,977.00</b>