

Gibson Elementary

10621666006266

Principal's Name: Derrick Hansen

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<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



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>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.</p>
<p>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.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.</p>

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 - Jessica Gonzales				X	
3. Vice Chairperson - Megan Thompson				X	
4. Secretary – Renae Pendola		X			
5. Erin Moore		X			
6. Bill Osle		X			
7. Ben Woodcock			X		
8. Gail St. James				X	
9. Christian Ratliff				X	
10. Pennie Harris				X	
11. Elena Vasquez			X		
12. Brandi Capuchino-Mendoza				X	
13.					
14.					
15.					

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

Required Signatures

School Name: Gibson Elementary			
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		3/12/25
SSC Chairperson	Jessica Gonzales		4/22/25

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

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

FY 2025/26

Gibson - 0200

ON-SITE ALLOCATION

3010	Title I	\$28,321 *
7090	LCFF Supplemental & Concentration	\$95,424
7091	LCFF for English Learners	\$7,392

TOTAL 2025/26 ON-SITE ALLOCATION	\$131,137
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$892
Program Budget	\$27,429
Total Title I Allocation	\$28,321

ESSA Assistance Status: Not Identified for Assistance

Gibson Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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			54.9 %	2024-2025	60 %
i-Ready Math D2 proficiency - percentage of students on/above			38.3 %	2024-2025	50 %
SBAC ELA - Average distance from standard	✓	0 pts	-15.7 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	57 %	42.1 %	2023-2024	50 %
SBAC Math - Average distance from standard	✓	0 pts	-22.6 pts	2023-2024	-7 pts
SBAC Math - percentage of students met/exceeded standard	✓	52 %	44.3 %	2023-2024	50 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1:

Based on the metrics in this current goal, students in grades 3rd-6th are not reading on grade level as identified by SBAC and iReady.

SWD, SED, and Hispanic groups are performing below grade level in ELA as identified by SBAC results.

Action 2:

Based on the metrics in this current goal, students in grades 3rd-6th are not performing on grade level in mathematics as identified by SBAC and iReady. Hispanic students are performing below grade level in mathematics as identified by SBAC results.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1:

1. There are only 41% of students that are fluent readers on grade level based on Quarter 2 fluency data.
2. Only 47% of students were able to answer grade level comprehension questions based on Quarter 2 fluency data.
3. Students are not mastering foundational skills or reading on grade level in grades K-2nd.

Action 2:

1. Students are not mastering conceptual math skills.
2. Students lack overall number sense.
3. Students have not mastered multiplication strategies and patterns by the end of 3rd grade.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1:

1. Schoolwide fluency practice and instruction daily during designated time.
2. Improve Tier 1 instruction to build comprehension strategies and skills, and vocabulary development.
3. Increase and improve on Tier 2 and Tier 3 interventions in foundational skills, comprehension, and vocabulary.

Action 2:

1. Math Fluency in all grade levels.
2. Focused instruction on number sense both in conceptual understanding and application.
3. At least 80% of students need to master the intended learning targets during Tier 1 instruction.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA- Reading By First Grade & K-6 Response to Intervention

Partially Implemented

We were not fully staffed with our Inter Act Fellows during the first semester. The schoolwide implementation of fluency for ten minutes per day has been successful in all classes. Orton Gillingham and Heggerty has been implemented in Kindergarten and Orton Gillingham in 1st grade. We were not able to train 2nd grade teachers until the middle of the first semester, in which Orton Gillingham did not begin in those classes until the beginning of the second semester.

Action 2: Math - Challenging Content & K-6 Response to Intervention

Partially Implemented

In grades 3rd-6th, not all classrooms used the IAB/FIAB online assessments and when used, not all classrooms analyze the data and use it to provide corrective instruction.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA- Reading By First Grade & K-6 Response to Intervention

Partially Effective

Kindergarten and 1st grade's instruction using Orton Gillingham showed student growth based on iReady data from D1 to D2. The use of Inter Act Fellows in all grade levels provided students with additional focused instruction based on student needs.

Action 2: Math - Challenging Content & K-6 Response to Intervention

Partially Effective

Not all classrooms used the IAB/FIAB assessments, analyze the data with their PLC, and provide necessary feedback/instruction to students. Due to the schoolwide focus on fluency and comprehension, we did not provide professional learning in mathematics. Inter Act Fellows are not utilized to support mathematics intervention in every classroom.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1

- Continue with reading fluency and analyze the data in order to specifically teach where students are lacking the skill.
- Provide resources to teachers in order to support fluency and comprehension.
- Increase the number of FIABs in ELA and use the data when planning lessons and assessments.
- Teachers will provide an instructional calendar for the entire year outlining when assessments and corrective instruction will happen.

Action 2

- Implement schoolwide math fluency program.
- Collaborate with ILT regarding our math fluency action plan.
- Professional Learning focused on math fluency and number talks strategies.
- Develop a progress monitoring system for math fluency.

Section D: 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.

SSC:

- School wide incentives for students with increased performance
- Professional Learning for staff in reading and writing
- Academic rally for iReady to motivate students

ELAC:

Due to the lack of English Learners enrolled, we do not currently have an English Learner Advisory Committee established.

Staff:

- Teaching Fellows used for intervention in reading
- More time for planning and analyzing student work
- Continue OG in K-2nd and schoolwide daily fluency
- Continue funding technology and material/supplies
- Use of Reflex math schoolwide
- Incorporate fluency in mathematics

Action 1 :

ELA - Reading By First Grade & Response to Intervention

Action Details:

Gibson Elementary will introduce a thorough reading program featuring a three-tiered strategy to enhance foundational reading skills, fluency, and comprehension of more complex texts. Professional Learning Communities (PLCs) will review and analyze Common Formative Assessments, weekly reading assessments, quarterly fluency rates, iReady, FSA, and IAB/FIABs. This will help assess students' mastery of standards and guide decisions for necessary interventions and enrichment opportunities. The Academic Coach will provide support to teachers through planning, demonstrating lessons, professional learning on best practices, and analyzing data with PLCs to determine necessary interventions or acceleration. Inter Act Fellows will provide intervention in each classroom during small group instruction every day.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- All students will receive core reading instruction based on the Guaranteed and Viable Curriculum (GVC), emphasizing reading, writing, listening, and speaking, with a focus on complex texts.
- Reading fluency will be taught and assessed daily for 10 minutes in grades 1-6. Mid-quarter and quarterly assessments will measure student progress and comprehension skills.
- PLC+ teams will leverage the district's Scope & Sequence, Pacing Guide, Common Core Companion, and Wonders curriculum to identify essential standards and engage in a backwards mapping process.
- Teachers in grades 3-6 will administer IABs/FIABs and analyze results to identify areas of strength and growth, guiding re-teaching and acceleration efforts.
- The Academic Coach will support teachers in organizing literacy instruction, student assessments, lesson planning, and effective instructional delivery.
- The Academic Coach will provide professional development to teachers, focusing on identifying teacher and student needs and designing impactful training sessions.
- Teachers will use supplemental reading subscriptions to enhance the GVC.
- Students will have access to technological resources that support differentiated learning, scaffolding, and acceleration.
- Substitutes and supplemental contracts will be available to support instructional continuity and grade-level planning.
- Materials, supplies, and equipment will be provided to support instructional delivery, including regular maintenance.
- Resources for parent involvement, including materials and supplies, will be available.

Tier 2

- Inter Act Teaching Fellows from Fresno State University will assist in grades 3-6 for Tier 2 interventions, providing differentiated instruction for at least 45 minutes each day, focused on specific skills to bring students up to grade-level reading.

- Teachers in grades K-2 will implement Orton-Gillingham strategies during ELA intervention time to support struggling readers.
- Inter Act Teaching Fellows will also support students in grades K-2, funded by the Regional Literacy Plan, providing differentiated instruction for one hour daily to strengthen foundational skills and ensure reading proficiency by first grade.
- The Academic Coach will coordinate interventions, monitor student progress, and ensure that prescribed interventions are effective in addressing student needs and promoting growth.

Tier 3

- Corrective Reading, Reading Mastery, and Orton-Gillingham strategies will be utilized by the Resource Specialist and paraprofessionals to provide intensive support.
- Students identified based on established criteria will be referred to the Targeted Support Team, which will determine if a Student Success Team meeting is necessary to develop appropriate Tier 3 intervention strategies.
- The School Psychologist will conduct psycho-educational evaluations for students with intensive academic needs to inform further intervention planning.
- Students significantly below grade level, according to established criteria, will receive intensive, remedial reading instruction from the Resource Specialist and paraprofessionals.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- ELPAC Assessors will be utilized to assist in assessing English Learners.

3. As a site: What are planned actions to support this student group

- All EL students will receive integrated ELD instruction in alignment with state and ELD standards
- 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
- ELD support through small group instruction during intervention time
- Academic coach will provide professional learning to teachers, plan EL lessons, and collaborate with teachers to support ELD instruction
- Professional Learning and support from EL Services
- Continue using our Home School Liaison to support EL students and families

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): Provide a contract for Inter Act Fellows that will support students during Reading Intervention time in grades 3rd-6th.

Hispanic (HI): Provide a contract for Inter Act Fellows that will support students during Reading Intervention time in grades 3rd-6th.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): Provide substitutes for quarterly teacher planning days, teacher observations opportunities, and Professional Learning to improve classroom instruction.

Hispanic (HI): Provide substitutes for quarterly teacher planning days, teacher observations opportunities, and Professional Learning to improve classroom instruction.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Teachers in grades Kindergarten - 2nd grade will provide instruction using the Orton Gillingham program, reading fluency, and reading comprehension strategies to increase student achievement outcomes. Grades 3rd-6th will continue to teach, practice, and assess reading fluency. Teachers will plan instruction using built-in strategies that have evidence-based supports to increase student achievement outcomes.

Hispanic (HI): Kindergarten-2nd grade students will be receiving instruction using the Orton Gillingham program, reading fluency, and reading comprehension strategies to increase student achievement. Grades 3rd-6th will continue to teach, practice, and assess reading fluency. Teachers will plan instruction using built-in strategies that have evidence-based supports to increase student achievement outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walkthroughs utilizing the Instructional Practice Guide (IPG) for teacher feedback.
- Utilize quarterly fluency rates and iReady assessments as baseline measures for student reading abilities.
- Academic Coach will work with teachers on lesson planning, best practices, and data analysis to help adjust instruction based on early student data.
- Reading assessments to track student progress and quickly identify students needing interventions.
- Outcomes monitored by Administration Team, Academic Coach, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Use the data from weekly assessments, iReady, FSA, and IAB/FIABs to determine appropriate intervention strategies and ensure they align with student needs.
- iReady diagnostic 2 data shows 54% of students on or above grade level compared to 62% last year.
- School wide fluency data shows 43% of students reading fluently and 61% have shown an increase of WPM.
- FSA 2 data shows that 21% of Kindergarten students have mastered all literacy skills compared to 0% on FSA 1.
- Inter Act Fellows should be fully integrated into classrooms, providing consistent small group intervention and instruction.
- Teachers and PLCs will start analyzing longer-term patterns in student progress and adjusting instruction based on those patterns.
- Provide additional professional development on differentiation, formative assessments, and using data to drive instruction.
- Outcomes monitored by teachers, PLCs, and administration.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC results - decrease the distance from standards (DFS) in ELA from -15.7 to zero.
- Aim for substantial improvements in students' ability to master grade-level reading standards, as shown by FSA, iReady, FIAB/IAB, SBAC and other assessments.
- Understand which students require acceleration and which need interventions, ensuring the right support is consistently provided.
- As a result of consistent small group intervention and instruction, aim for significant improvement in reading fluency and comprehension scores across the school.
- Outcomes monitored by Administration Team and teachers.

Action 2 :

Math - Challenging Content & K-6 Response to Intervention

Action Details:

Gibson will implement a comprehensive and balanced math instructional program with an emphasis on daily targeted and differentiated instruction. There will be 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. We will implement targeted math interventions based on student performance data. This includes providing differentiated instruction with advanced problem-solving tasks to challenge high-achieving students while offering additional support through small group instruction for struggling students. Progress will be measured through formative and informative assessments to track student growth and adjust interventions accordingly.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- All students will receive high-quality Math instruction aligned with Common Core State Standards, as defined by the IPG, and grounded in the Guaranteed and Viable Curriculum (GVC), emphasizing student engagement, challenging content, and student ownership.
- PLCs will dedicate time to solving more complex problems (Think Smarter/Go Deeper) to deepen students' mathematical thinking and problem-solving skills.
- PLCs will allocate time in the schedule to develop math fluency, determining the frequency, guidelines, and methods for measurement that will be utilized.
- In grades 3-6, PLCs will administer IABs/FIABs and use the data to identify areas of strength and growth, guiding re-teaching and acceleration.
- The Academic Coach will support teachers in planning math instruction, designing lessons, assessing students, and delivering effective instructional strategies. Additionally, the Academic Coach will provide professional learning opportunities for teachers to identify needs and improve teaching practices.
- PLCs will refer to the math scope and sequence, quarterly planners, Common Core Companion guides, guidance documents, and pacing guides when planning lessons.
- Students will have access to technology, materials, supplies, and graphics that facilitate differentiated learning, scaffolding, and enrichment.
- All teachers will enhance their classroom instruction by intentionally creating tasks aligned to grade-level standards that require meaningful use of technology.

Tier 2

- Every student will engage in personalized learning pathways on I-Ready in Math, addressing their identified deficiencies based on diagnostic results. Differentiated math instruction will be provided in grades K-6, tailored to meet each student's specific needs.
- Teaching Fellows will assist in delivering small-group math interventions for grades 4-6, focusing on targeted support for students with specific learning needs.

Tier 3

- Students identified through established criteria will be referred to the Targeted Support Team, which will decide whether a Student Success Team meeting is necessary to determine the appropriate Tier 3 intervention supports.
- The School Psychologist will conduct psycho-educational evaluations for students with significant academic needs to further guide intervention decisions.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

- EL students performing at language acquisition levels 1-3 will receive differentiated instruction (Tier 2) in mathematics with ELD support.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Material and supplies

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All EL students will receive integrated ELD instruction in alignment with state and ELD standards throughout each math lesson.

- Materials and resources will be provided to support math instruction by addressing the academic and literacy needs of English Learners (Tier 2).
- Design questions and prompts for different proficiency levels
- Academic coach will provide professional learning to teachers, plan EL lessons, and collaborate with teachers to support ELD instruction

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): Continue to provide math intervention to those students with disabilities.

Hispanic (HI): Interact Fellows will support students with mathematics during intervention time.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): Provide support through the use of online math programs that focuses on math facts and other standards.

Hispanic (HI): Provide support through the use of online math programs that focuses on math facts and other standards.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Provide specific services and programs that support SWD.

Hispanic (HI): Continue with the use of Interact Fellows and online math programs.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walkthroughs utilizing the Instructional Practice Guide (IPG) for teacher feedback.
- Using the math program, ensure all teachers are trained in differentiated instruction and the targeted daily math strategies.
- Set clear expectations for grade-level objectives and the pacing of the curriculum.
- Start grouping students according to their proficiency levels for differentiated instruction and targeted support.
- Focus on creating clear, actionable data from iReady and SBAC assessments to adjust teaching strategies on an ongoing basis.
- Outcomes monitored by Administration Team, Academic Coach, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Regularly assess student progress using iReady, FIAB/AIB, FSA and other formative assessments to determine if students are advancing towards grade-level proficiency, and determine further intervention or enrichment.
- Adjust and refine differentiated instructional strategies based on ongoing student performance and needs. This might include more targeted interventions or acceleration for advanced students.
- Focus on school wide math fluency and collect quarterly data to determine student growth and understanding.
- Provide professional learning opportunities focused on differentiated instruction, using assessment data to drive decisions, and best practices for math instruction in K-6.
- Outcomes monitored by teachers, PLCs, and administration.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC results - decrease the distance from standards (DFS) in Math from -22.6 to -7.
- Ensure that the majority of students in grades K-6 are advancing by one grade level or beyond in math proficiency as measured by iReady and SBAC assessments.
- Student proficiency in math skills will increase throughout the year based on math fluency lessons and data.
- Focus on ensuring equitable progress for all student groups, including students with disabilities, English Language Learners, and other subgroups.
- Teachers should work collaboratively to analyze data, discuss student progress, and adjust instruction as necessary.
- Foster a culture of continuous improvement and professional learning among all math educators.
- Outcomes monitored by Administration Team and teachers.

2025-2026 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	Instruction	Subagreements			Education and Leadership Foundation : School-wide reading intervention. (Split 7091)	27,429.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also supports G1A2. Planning days, SST, TST/COST meetings, Kindergarten Assessments - Sub Release days.	10,735.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also supports G1A2 Supplemental Contracts - Grade-level planning/Tutoring	3,065.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2. Basic materials and supplies in support of student learning.	25,123.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			To purchase tech to support student learning.	2,000.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair equipment used to support student learning.	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Also supports G1A2. Planning, Creating PL, collaborating with Teachers.	3,679.00
G1A1	LCFF: EL	Instruction	Mat & Supp			This action also supports G1A2. Materials and Supplies	2,640.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : School-wide reading intervention. (Split 3010)	1,073.00
G1A2	Sup & Conc	Instruction	Direct-Graph			To support supplemental printed materials.	500.00
G1A3	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Counseling services 8 hours a day to support SEL for students. SPSA G1A1, G2A1, G3A1, G4A1, G5A1 Bullard Talent - 2 days Gibson - 1 day Jackson - 2 days	32,082.00

\$111,826.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	83.2 %	2024-2025	90 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics for this goal, only 83% of students answered favorable in the student-centered and real-world learning experiences domain from Fall 2024 student survey. Although it was a slight increase from the Spring 2024 student survey, it is 2% less favorable than the district average.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Students believe that teachers don't provide lessons that connects to their life experiences.
2. Parents are hesitant to sending their children on field trips.
3. Were not able to hire the RCA position, had substitutes in that position.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Increase teachers awareness of student's life experiences and providing students with opportunities to learn about real-world experiences.
2. Communicate to parents regarding their child's opportunity to experience real-world activities.
3. Position that will assist with students social and emotional needs.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Extra-Curricular Activities & Exposure to Careers

Partially Implemented

Although there are many opportunities for students to experience real-world activities, there is still a need to increase the number of clubs for students. We were not able to fill coaching positions for all sports.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Extra-Curricular Activities & Exposure to Careers

Partially Effective

There was a decrease in favorable responses on the Fall Climate & Culture student survey data showing that students don't feel teachers provide lessons that connected to their life experiences. The number of students with an unfavorable response to believing teachers connect to their lives continues to be high. There was a lack of instruction that explains how lessons connect to real-life experiences.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Hire a Resource Counseling Assistant (.4375 FTE)
- Increase teacher relationships with their students.
- Provide Professional Learning that supports staff with student relationship building (ie. 2 x 10) and building student background knowledge.
- Provide resources for teachers to use when building background knowledge.
- Parent informational meetings regarding field trips and other learning experiences.
- Continue to host a Career Day for students in grades 1st-6th grade that invites professionals from various fields to explain and demonstrate their profession.
- Academic Coach will provide professional learning that focuses on specific lessons that bring out Real-World situations and Problem-Based Learning that engages students by presenting them with real-world problems that require critical thinking, collaboration, and creativity to solve.

Section D: 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.

SSC:

ELAC:

Staff:

- Connect learning to local issues
- Assemblies that demonstrate how students can help in their community
- More clubs and activities

Due to the lack of English Learners enrolled, we do not currently have an English Learner Advisory Committee established.

- On-site field trips
- Career Fair
- Virtual field trips
- Additional Breakout Box activities
- Innovation Day
- Lessons that connects with students

Action 1 :

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. We will provide a variety of after-school clubs, athletic teams, and field trips that expose students to different career paths and real-world skills. Student participation and engagement will be tracked through attendance and surveys to measure interest and understanding of the careers presented. Success will be measured by the amount of students participating in extra-curricular activities and through the Climate and Culture Student Survey for students in 3rd-6th grade.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Students will participate in district-funded field trips designed to promote career awareness, including visits to local fire departments, college campuses, and other relevant sites.
- The Gibson Climate and Culture Team will provide school-wide opportunities for students to explore various career pathways and understand the educational requirements needed for different professions.
- Students in grades K-6 will have access to music classes, offering them a chance to explore and develop their musical skills.
- Students in grades 3-6 will be encouraged to participate in after-school athletics, with 3rd and 4th graders focusing on cross-country and track events.
- Students will have the opportunity to join a variety of student groups and clubs, such as Drama Club, Student Council, Cheer, Peach Blossom, Spelling Bee, and many other extracurricular activities designed to strengthen their connection to school.
- All students will participate in school assemblies, presentations, and field trips that foster engagement, interest, and a sense of belonging to the school, the community, and future career opportunities.
- Students in grades 4-6 will be recognized with awards and incentives, such as the Block "G," to encourage their participation and attendance in school activities.
- Culturally responsive teaching practices will be implemented to increase student engagement, ownership, and connections to the content, their school, and their personal experiences.
- Students will receive continuous feedback and guidance on how to revise or improve their work based on the feedback provided.
- The Climate & Culture Team will regularly assess and plan for the effectiveness of student engagement opportunities that offer real-world experiences, ensuring that they identify and support groups of students who may need additional ways to connect.
- Continue to host a Career Day for students in grades 1st-6th grade that invites professionals from various fields to explain and demonstrate their profession.
- Academic Coach will provide professional learning that focuses on specific lessons that bring out Real-World situations and Problem-Based Learning that engages students by presenting them with real-world problems that require critical thinking, collaboration, and creativity to solve.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

- EL students are encouraged to participate in Goal 2 activities

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Material and Supplies

3. As a site: What are planned actions to support this student group?

- Principal will support parents of EL students through verbal and written communications when providing information regarding student learning experiences.
- Academic Coach will support teachers with classroom instruction and professional learning for EL students
- Home School Liaison will provide translation to parents to describe the activities and clubs that are available to students.
- 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.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Hispanic (HI): Continue to use our Home School Liaison to improve service and communication with the parents of our English Learners.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Hispanic (HI): Continue to use our Home School Liaison to improve service and communication with the parents of our English Learners. We will also use translation services to communicate with parents regarding student real-world learning experiences.

As a site: What are the planned actions to support this student group?

Hispanic (HI): Students will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities. Staff will communicate with parents regarding off-site experiences to ensure students are safe and would benefits from these experiences.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none">• Launch activities or lessons focused on teaching character traits and competencies that contribute to workplace success.• Engage students in Goal 2 activities, such as group projects, clubs, music, and character-building workshops.• Begin tracking student participation in Goal 2 activities, with a focus on ensuring that all student groups.• Collect baseline data on any existing disproportionalities in participation to identify groups that might need additional encouragement or support.• Monitored by administration and teachers

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Expand the number of Goal 2 activities offered, ensuring they cover a wide range of competencies.</p> <ul style="list-style-type: none">• Encourage all students to participate in at least one Goal 2 activity, with targeted outreach to underrepresented or disengaged groups..• Encourage students to reflect on how the character traits and competencies they are learning relate to real-world applications, including potential careers.• Gather feedback from students and teachers using a site-created survey on the effectiveness of Goal 2 activities, adjusting the program as necessary.• Monitored by administration, teachers, academic coach, HSL

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none">• By the end of the year, ensure that Goal 2 activities have broad participation, with no significant disproportionality in terms of demographic groups..• Ensure that character education and workplace competencies are not isolated activities but integrated into the everyday school culture, classroom instruction, and interactions..• Surveys or other assessments to evaluate how participation in Goal 2 activities has impacted students' development of character traits and competencies for workplace success..• Monitor how students' experiences in Goal 2 activities correlate with their academic achievement, behavior, and student outcomes, to allow for continual improvement• Monitored by administration, teachers, academic coach, HSL.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0200 Gibson Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource Counseling Assistant position to provide SEL student support	18,169.00

\$18,169.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		19.4 %	2023-2024	10 %
Chronic Absenteeism - (White)	✓		21.3 %	2023-2024	15 %
Suspension Rate	✓	0.17 %	0.8 %	2023-2024	0.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics for this goal, there is high chronic absenteeism schoolwide. The White student group has the highest chronic absenteeism at 21.3%. There is also an increase in suspensions this year compared to last year, from two to six suspensions.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1 - Chronic Absenteeism

1. Parents are still concerned with student's health and safety since the 2020 pandemic.
2. Students experiencing trauma and events in their home lives.
3. There are transportation issues for some students that are attending on a transfer from another region. Currently, there is a 63% transfer rate to Gibson.

Action 2 - Suspension Rate

1. Lack of supervision while students are outside for recess.
2. Noon Time Assistants are absent sporadically.
3. Adult interventions do not resolve the student issues and students are not able to adhere to directions or solve the issues.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1 - Chronic Absenteeism

1. Communication with parents regarding current health protocols and the importance of attendance.
2. Home visits and welfare checks to provide support and resources for families, focusing on those students that are on a transfer.
3. Provide additional attendance incentives for students and families.

Action 2 - Suspension Rate

1. Increase supervision when students are outside at recess and train NTA on how to respond to certain situations.
2. Noon Time Assistants need to be more reliable and at work each day, on time.
3. Increase the use of Second Step lessons in the classroom and train staff on conflict resolution.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement - Reduce Chronic Absenteeism

Partially Implemented

Our Home School Liaison was able to make home visits but did not positively impact student attendance. There were parent transportation issues due to families living outside the region and no school transportation provided. Several students are chronically absent due to emotional needs based on attendance phone calls to parents.

Action 2: Student Engagement - Reduce Suspensions

Partially Implemented

Students come to school with a lack of social skills and coping strategies. The Tier 2 support position was not filled until the second semester and is only there half of the school week. Second step is not being implemented with fidelity in all classrooms.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement - Reduce Chronic Absenteeism

Partially Effective

Overall Chronic Absenteeism continues to be the same as last year at 17%. There were two student groups (AA, Hispanic) that increased in chronic absenteeism, and two groups (White, Asian) that decreased in chronic absenteeism.

Action 2: Student Engagement - Reduce Suspensions

Partially Effective

Suspensions have increased overall from 0.5% to 1.6%, with the highest student group being Hispanic.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1 - Chronic Absenteeism

- Home School Liaison and Social Worker will work together to increase family outreach, which will include home visits.
- Provide counseling for students with trauma.
- Professional Learning for staff that focuses on trauma informed practices.

Action 2 - Suspension Rates

- Create structural activities during recess/lunch led by our Resource Counseling Assistant.
- Increase the capacity of our Noon Time Assistants by providing professional learning on best practices. Continue to check in with Noon Time Assistants on a daily/weekly basis.
- Ensure teachers are continuing our commitment of providing Second Step lessons on a weekly basis.

Section D: 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.

SSC:

- More club opportunities such as: math, science, computer.
- Extend music and other opportunities beyond 5th and 6th grades
- Providing a survey to students to find out what clubs or activities they would like to have at Gibson
- Collaborate with Bullard HS to have activities and events with Gibson students

ELAC:

Due to the lack of English Learners enrolled, we do not currently have an English Learner Advisory Committee established.

Staff:

- School wide behavior plan that will encourage corrective behaviors
- Class or grade level activities where students work together on a class project to build cooperation

Action 1 :

Student Engagement - Reduce 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. We will implement proactive behavioral interventions, including a positive reinforcement system and social-emotional learning (SEL) programs that promote self-regulation and conflict resolution. Staff will provide engaging, student-centered activities that encourage involvement in the school community, such as leadership opportunities and school wide events.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Gibson will prioritize fostering strong Teacher/Student relationships to enhance student engagement and strengthen their connection to the school.
- Social-Emotional Learning (SEL) will be a consistent part of daily classroom activities, with all teachers conducting morning meetings, using the Second Step Curriculum (minimum one per week).
- Behavior assemblies will be held in August and January to review school procedures and expectations with all students.
- Knight Pride Assemblies/Events will be organized to celebrate positive behavior, motivate students, and foster a greater sense of engagement in both the school and the community.
- School-wide activities will be implemented to promote character development, aligned with the pillars of Character Counts!
- The Gibson Climate and Culture Team will continue to roll out initiatives that support student engagement and strengthen their connection to the school community.
- Noon Time Assistants will offer increased supervision during morning and lunch recess to ensure a positive, safe environment for students.

Tier 2

- Students identified for additional support will receive behavior support through informal or formal contracts/interventions, including incentives and rewards to encourage positive behavior.
- The Resource Counseling Assistant, Tier 2 specialist, Clinical Social Worker, and Home School Liaison will work to establish positive relationships with identified students, creating and closely monitoring individualized action plans.

Tier 3

- The Clinical Social Worker or School Psychologist will provide ongoing support for students with intensive social-emotional needs. Counseling services will be available as needed to address the needs of these students.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

- The Hispanic student group has our highest number of suspensions with three.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Parent informational meetings.

3. As a site: What are planned actions to support this student group?

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

All Title I funds are used on our Inter Act Fellows for intervention, and also for parent involvement.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD): Support individual and group counseling focused on building social emotional competencies and social skills to be conducted by our Tier 2 Intervention Specialist and School Social Worker.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Provide students with counseling services with our School Social Worker, Family Foundations Counseling, and School Psychologist. The Tier 2 intervention specialist will meet with groups to support and provide SEL skills and lessons. We will have Family Engagement Hours focused on improving student engagement. The school's TST will meet bi-monthly to discuss about students that may need social/emotional supports and create an action plan for teachers to use in the classroom.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Define and communicate specific levels of misbehaviors and the corresponding response strategies. • Incorporate character education programs into daily routines, school-wide activities, or classroom lessons to set a foundation for positive behavior. • Ensure teachers are trained to recognize signs of students in need of emotional support and to integrate social-emotional learning (SEL) into everyday lessons. • Collect data on trends and specific students who may need additional support, such as those with recurring misbehavior. • Monitored by administration, teachers, RCA, and HSL 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Use the data gathered from behavior tracking to identify and address trends in misbehavior, aiming for a measurable reduction in incidents that result in suspension. Currently, we have 9 suspensions this year compared to 3 suspensions the previous year. • Provide additional opportunities for students to practice and demonstrate positive behavior both in and out of the classroom • Increase the availability of support services, such as Tier 2 Specialist, RCA or individualized counseling, for students with higher emotional or behavioral needs. • Create a school culture where students are encouraged to participate in activities that build their social and emotional skills, enhancing their connection to the school community. • Evaluate the effectiveness of the current misbehavior response strategies, focusing on restorative practices and positive reinforcement. • Monitored by administration, teachers, RCA, and HSL. 	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Use schoolwide data to monitor the effectiveness of the behavior response strategies and the character-building program, continuing to refine practices as necessary. • Ensure that social-emotional learning is fully embedded in the school culture, with all students demonstrating strong SEL competencies • Ensure that families are actively involved in supporting the character-building program and SEL efforts through regular communication and family engagement activities. • Institutionalize a comprehensive, tiered system of behavior support that addresses students at all levels of need, ensuring that interventions and support are available for all students. • Monitored by administration, teachers, school psychologist.

Action 2 :

Student Engagement - Reduce Chronic Absenteeism

Action Details:

Gibson Elementary will increase overall student attendance by holding regular conferences and having our Home School Liaison making home visits to parents of chronically absent students. We will message the importance of good attendance, have on-going communication with families, and increase student engagement with the Gibson community. We will have a Resource Counseling Assistant, School Social Worker, and Family Foundations Counseling to support with students who are chronically absent. There will be engaging classroom activities and extracurricular opportunities that motivate students to attend school regularly. Progress will be measured by tracking attendance data, specifically focusing on chronic absenteeism rates, and evaluating the impact of the interventions.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 will be provided to students and families who demonstrate improved or consistently high attendance.
- Teachers will actively communicate with parents about the importance of regular school attendance and its impact on student success.

Tier 2

- The Office Assistant, Home School Liaison (HSL), Resource Counseling Assistant (RCA), Vice Principal, and Principal will collaborate to support parents with both verbal and written communication, outreach for meetings and activities, and assistance with additional resources as needed.
- Staff members will be reimbursed for local mileage when conducting home visits or other outreach efforts.

Tier 3

- The Office Assistant, HSL, Vice Principal, and Principal will conduct regular check-ins with students who have chronic or severe attendance issues, holding attendance conferences and creating incentive contracts to encourage improvement.
- HSL will target transfer students with chronic attendance by conducting home visits and provide resources
- The HSL, Vice Principal, and/or Principal will conduct home visits for students who exhibit severely chronic or chronic absenteeism to address attendance concerns and provide additional support.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

- Administration and Home School Liaison will communicate directly with parents of EL students who chronically absent or have social/emotional needs.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Material and Supplies

3. As a site: What are planned actions to support this student group?

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

All Title I funds are used on our Inter Act Fellows for intervention, and also for parent involvement.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

White (WH): Provide school events and assemblies throughout the year to engage students in extra-curricular activities, such as: Knight Pride rallies, Character Counts! recognition, awards assemblies, sports, and clubs.

As a site: What are the planned actions to support this student group?

White (WH): Office Assistant and Home School Liaison (HSL) will follow-up on student's absences on a daily basis. HSL will make home visits when students reach T3 for their absences. Our TST will meet regularly to discuss students with chronic absenteeism and determine supports for the student and family. Attendance team (OA, HSL, Social Worker, Administration) will meet with parents to discuss the importance of attending school and supports that we can provide.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Establish regular communication between the school and families of chronically absent students through phone calls, emails, or meetings to stress the importance of good attendance.
- Schedule and hold initial parent conferences with families of chronically absent students to discuss attendance patterns and set specific goals for improvement.
- Have the Home School Liaison conduct initial home visits with the parents of chronically absent students to discuss the importance of regular attendance.
- Engage students in activities that promote school spirit and encourage positive interactions within the community, making school a place students want to attend.
- Monitored by administration, HSL, office assistant

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Regularly monitor student attendance data to evaluate the effectiveness of interventions, tracking improvements in attendance for chronically absent students.
- Provide ongoing support for students and families who continue to face attendance challenges, ensuring consistent communication through the Home School Liaison and counseling services.
- Begin implementing incentive programs that recognize and reward students for improved attendance
- Provide students who are chronically absent with additional counseling services to address any emotional or social challenges that might be contributing to their absenteeism.
- Monitored by administration, HSL, office assistant

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Achieve a measurable increase in overall student attendance, aiming for a significant reduction in chronic absenteeism across the school.
- Regularly analyze attendance data to identify patterns and ensure continued improvement in attendance rates.
- Establish a strong, ongoing partnership between the school and families of chronically absent students.
- Use data to evaluate the relationship between school engagement (through events, classroom experiences, and community-building efforts) and improvements in student attendance.
- Monitored by administration, HSL, office assistant

2025-2026 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	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL Local Mileage - Also G3A1	250.00

\$250.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	99 %	96.6 %	2024-2025	100 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

There is a lack of alignment or clarity among staff regarding how their individual roles contribute to the district's broader goals. This disconnect may deter engagement, collaboration, and overall effectiveness in working toward the district's mission of student success outcomes.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Limited Professional Development Opportunities
2. Staff rarely have opportunities to be together as a whole which limits them from seeing how their work connects with that of others, or direct impact of student outcomes.
3. Staff may not have a clear understanding of the specific expectations and responsibilities of their roles within the context of the district's goals, leading to confusion about their contributions.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. There is a need for structured, continuous professional development that connects staff roles to the district's goals.
2. There needs to be scheduled, protected time for staff to come together to collaborate and discuss how their individual roles impact the broader district goals.
3. There is a need for clear job descriptions, expectations, and responsibilities communicated to all staff as it relates to district's goals.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and Retention of Staff

Fully Implemented

Teachers were trained in initiatives that aligned with site's goals and focus for the year. Administration responds to misbehavior in a timely manner both by email/atlas. Weekly newsletter is sent out each week to update staff on events/activities and other information. All staff appreciation week in May. Provide food for PLs, Buyback days, etc. Maintaining student behavior expectations for classroom and common areas with consistent supervision.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and Retention of Staff

Effective

There was an increase in the organizational environment domain from the Spring 2024 to Fall 2025 Climate and Culture survey. Based on the CC survey data, 100% of staff enjoy being at school, and 97% of staff feel valued at Gibson.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Professional Development will focus on practical strategies that help staff see the connection between their roles and student outcomes.
- Provide opportunities throughout the year to invite all staff to collaborate and provide professional learning as it relates to positive student outcomes.
- Implement a system for feedback and check-ins where there are discussions on how staff is meeting and contributing to district goals and student outcomes.

Section D: 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.

SSC:

- Incorporate other ethnic groups that represent some of our newcomers
- Ensure teachers have necessary training on the curriculum and how to handle students with behaviors

ELAC:

Due to the lack of English Learners enrolled, we do not currently have an English Learner Advisory Committee established.

Staff:

- Reach out to colleges and create a pathway for upcoming teachers
- Continue funding RCA and Tier 2 support staff
- Continue with staff events throughout the year

Action 1 :

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. We will focus on creating a welcoming and supportive work environment that prioritizes professional growth and work-life balance. Regular feedback and recognition will also be provided to ensure that our teachers feel valued and supported. Success will be measured by retention rates over time, and the Climate and Culture Staff Survey.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- The Climate and Culture Team will continue to utilize staff survey data, specifically the Overall Positive in Belonging Domain, to guide initiatives aimed at enhancing the sense of belonging for all students and staff at Gibson.
- Hiring panels will include diverse representation from both Teaching and Classified Support Staff to ensure inclusivity in staffing decisions.
- Ongoing professional learning opportunities focused on Cultural Proficiency will be provided for all staff to increase awareness and understanding.
- Professional learning opportunities, including conferences and both district and external offerings, will be available to staff to promote continued growth and development.
- Sub-release days will be provided to support instructional needs, time for PLC planning, and facilitate professional learning.
- Gibson staff will receive regular updates through weekly messages to keep everyone informed and aligned.
- Teacher feedback will be gathered through walkthroughs and lesson observations to support continuous improvement in instructional practices.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

- Over half of the students attending Gibson are Hispanic (53%). Teachers will provide differentiated instruction for our English Learner students.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Material and Supplies

3. As a site: What are planned actions to support this student group?

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

No funds budgeted for Goal 4, Action 1.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

No funds budgeted for Goal 4, Action 1.

As a site: What are the planned actions to support this student group?

No funds budgeted for Goal 4, Action 1.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Implement recruitment strategies that specifically target a diverse pool of candidates for all levels of staff.
- Conduct surveys, focus groups, or interviews with current staff, students, and families to assess the current inclusivity of the school climate.
- Identify specific areas where the school may need to improve in terms of creating a welcoming environment for all students, families, and staff members.
- Clearly communicate and reinforce high expectations for all students and staff members, emphasizing the importance of respect, accountability, and academic excellence.
- Monitored by administration.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Gather feedback from staff on the recruitment process and determine what further actions need to be taken to ensure staff diversity aligns with the school community.
- Encourage staff to create more opportunities for one-on-one and small group interactions with students, fostering a deeper connection and understanding across diverse backgrounds.
- Continue offering professional development opportunities focused on diversity, equity, and inclusion (DEI), with a focus on maintaining an inclusive learning environment.
- Monitored by administration.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Ensure that staff diversity (teachers, support staff, and administration) closely reflects the diversity of the student population at Gibson Elementary.
- Conduct regular climate surveys to assess the inclusivity and overall atmosphere of the school community, using feedback from students, parents, and staff to make any necessary adjustments.
- Encourage and support staff members to take on leadership roles, whether within the school or the district.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	91 %	2024-2025	97 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in the family engagement domain on the Fall Climate & Culture parent survey increased by 2% from Spring 2024 to Fall 2024. There continues to be an area where improvements can be made per the survey, specifically in the following question:

Q.3- I feel like I am a partner in making decisions at my child's school received a 80% favorable response

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Current offerings of parent engagement opportunities are not relevant for all parents.
2. Scheduled meetings do not accommodate parent day-to-day schedules.
3. Although parent meetings and events are advertised in various platforms, parents continue to express that they didn't know about them.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Survey parents on what type of parent engagement opportunities they need/want at Gibson.
2. Survey parents on specific dates/times they are more available, and offer virtual opportunities to attend.
3. Continue to push out invitations through available platforms and utilize our HSL making phone calls to specific families closer to the event/meeting.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement

Fully Implemented

The intended goal was fully implemented to increase opportunities for families to engage in their students education. We will continue to utilize the following;

- Increase the number of family engagements beyond Back to School night, Open house, Quarterly Award Assemblies, 6th Grade Promotion, Field trips, Kindergarten Winter & Spring performances, sports events, and Winter/Spring music performances.
- Continue with on-going communication with families about school schedules, events, and updates through Parent Square, School Marquee, Class Dojo and Social Media.
- Survey parents on specific dates/times they are more available, and offer virtual opportunities to attend.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement

Effective

Overall, actual implementation has been successful and parents are participating in their student's education where as 91% of parents reported favorably in the family engagement domain on the Fall Climate & Culture staff survey in 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Provide a survey for parents on the types of parent engagement opportunities they need/want at Gibson.
- Provide a survey that allows parents to identify when they are available to meet for meetings, such as SSC, PTO, Family Literacy Nights, and Family Engagement Hour.
- Home School Liaison will reach out to parents to remind them of meetings or events.

Section D: 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.

SSC:

- Parent team building night where parents can meet and build

ELAC:

Due to the lack of English Learners enrolled, we do not currently

Staff:

- Family and parent nights, including Family Book Club

- relationships
- Continue Family Literacy Night through Parent University

have an English Learner Advisory Committee established.

- Dances, carnival
- Movie nights (possibly by grade levels)
- Increase parent volunteers in the classroom
- Continue using Instagram

Action 1 :

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. There will be regular family workshops, events, and meetings that focus on supporting student learning and building stronger home-school connections. These will include topics such as academic strategies, social-emotional support, attendance, and ways to be involved in school activities. The success of this initiative will be measured by tracking event attendance and gathering feedback from families through the Climate and Culture Family Survey.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Gibson will ensure families receive a range of verbal and written communications detailing schoolwide expectations, policies, procedures, disciplinary guidelines, and available student programs.
- Gibson will offer various opportunities for families to engage in school activities and events, fostering student involvement and connection. These include: Carnival, Jog-A-Thon, family dances, Trunk or Treat, Family Movie Night, Donuts with Grown-ups, athletics, student performances, music programs, award assemblies, Family Literacy Nights, Back to School events, Open House, and more.
- Families will be regularly updated on their child's academic, social-emotional, and attendance progress through parent-teacher conferences, progress reports, report cards, ISLPs, the ATLAS Parent Portal, and/or communication via email or phone.
- Communication from the school and classrooms will be delivered through various channels, including Parent Square (phone recordings and posts), phone calls and emails, weekly newsletters, digital flyers, social media platforms, the school marquee, and Peach Jar.
- Materials, supplies, and technology will be provided to support family meetings and engagement activities.
- The Administration Team will actively encourage and recruit parents to participate in the School Site Council and Parent Teacher Organization.
- Gibson's Home School Liaison will organize parent workshops focused on supporting children in academics and extracurricular activities.
- Gibson will maintain consistent communication with families through a digital weekly newsletter, providing information and resources to help them engage in their child's learning.
- Provide a survey to parents to determine specific dates/times they are more available to attend events/activities or meetings, and offer virtual opportunities to attend.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

- There is a focus to involve English Learners (EL) parents in their child's education and school events/activities.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Material and Supplies

3. As a site: What are planned actions to support this student group?

- 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.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Hispanic (HI): Funds can be used to host parent workshops, translation services at school meetings, or community engagement events to help involve Hispanic families in the education process.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Hispanic (HI): Funds will be used to provide training staff on how to best support Hispanic students, including cultural competence, language development strategies, and effective ways to teach English language learners.

As a site: What are the planned actions to support this student group?

Hispanic (HI): Provide translators or translation equipment for parent-teacher meetings, SSC, PTO, newsletters, and other communications, ensuring Spanish-speaking families can fully understand and participate in school activities. Home School Liaison will coordinate parent involvement, address concerns, and provide information to ensure that families feel welcomed and supported.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Establish regular and accessible methods of communication, such as: newsletters, emails, text messages, Parent Square, to keep families informed about school events, student progress, and important announcements.
- Organize introductory family engagement events such as "Back-to-School" nights, parent-teacher conferences, or informational meetings where parents can meet teachers and learn about school programs and expectations.
- Invite parents to volunteer for classroom activities, school events, or to assist with school-wide initiatives.
- Monitored by administration and teachers

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Climate and Culture Team will monitor family engagement and participation by using the Family Survey sent to parents in the Fall and Spring. Results will provide us with how we can improve parent collaboration and participation.
- Provide workshops for parents on topics such as supporting children's social-emotional development, understanding the education system, and/or learning about state and local assessments such as iReady, FSA, or SBAC.
- Encourage parents to take an active role in school improvement efforts by providing input on school policies, academic programs, and school-wide goals.
- Organize events where parents can directly collaborate with teachers on their child's education, such as Teacher-Parent Conferences, Family Literacy Nights, and Open House.
- Develop a partnership where teachers can share student progress and strategies for supporting learning at home, while parents share insights into their child's strengths and challenges.
- Monitored by administration and teachers

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Establish a system of continuous family engagement that includes regular check-ins, ongoing communication, and meaningful opportunities for participation throughout the year.
- Encourage families to stay involved in the educational process long-term by providing resources and support for parents.
- Ensure that the school's culture is consistently inclusive and welcoming by celebrating diverse cultures, backgrounds, and family structures.
- Regularly review and adjust engagement initiatives based on feedback and participation data to ensure continuous improvement and effectiveness.
- Monitored by administration and teachers

2025-2026 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 Also supports G1A2. Basic materials and supplies**No food or Incentives**	892.00

\$892.00

2025-2026 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	Instruction	Subagreements			Education and Leadership Foundation : School-wide reading intervention. (Split 7091)	27,429.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Also supports G1A2. Planning days, SST, TST/COST meetings, Kindergarten Assessments - Sub Release days.	10,735.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also supports G1A2 Supplemental Contracts - Grade-level planning/Tutoring	3,065.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2. Basic materials and supplies in support of student learning.	25,123.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			To purchase tech to support student learning.	2,000.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair equipment used to support student learning.	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Also supports G1A2. Planning, Creating PL, collaborating with Teachers.	3,679.00
G1A1	LCFF: EL	Instruction	Mat & Supp			This action also supports G1A2. Materials and Supplies	2,640.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : School-wide reading intervention. (Split 3010)	1,073.00
G1A2	Sup & Conc	Instruction	Direct-Graph			To support supplemental printed materials.	500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Resource Counseling Assistant position to provide SEL student support	18,169.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.2000	Counseling services 8 hours a day to support SEL for students. Bullard Talent - 2 days - G1A1, G1A2, G2A1, G3A1, G3A2, G4A1, G5A1 Gibson - 1 day - G3A1 Jackson - 2 days - G3A2	32,082.00
G3A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL Local Mileage - Also G3A1	250.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Also supports G1A2. Basic materials and supplies**No food or Incentives**	892.00
Total							\$131,137.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$28,321.00
Sup & Conc	7090	\$95,424.00
LCFF: EL	7091	\$7,392.00
Grand Total		\$131,137.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$79,744.00	
G3 - Increase student engagement in their school and community	\$50,501.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$892.00	
Grand Total		\$131,137.00