

Gibson Elementary

10621666006266

Principal's Name: Derrick Hansen

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (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.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Derrick Hansen	X				
2. Chairperson - Brandi Capuchino-Mendoza				X	
3. Vice Chairperson - Ben Woodcock			X		
4. Secretary – Renae Pendola		X			
5. DAC Rep - Pennie Harris				X	
6. Christian Ratliff				X	
7. Megan Thompson				X	
8. Marie Pisor				X	
9. Erin Moore		X			
10. Bill Osle		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

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		3/25/26
SSC Chairperson	Brandi Capuchino-Mendoza		3/25/26

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

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

FY 2026/27

Gibson - 0200

ON-SITE ALLOCATION

3010	Title I	\$38,502 *
7090	LCFF Supplemental & Concentration	\$107,520
7091	LCFF for English Learners	\$6,440

TOTAL 2026/27 ON-SITE ALLOCATION

\$152,462

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,116
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Program Budget	\$37,386
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Total Title I Allocation	\$38,502
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Gibson Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		20 %	2024-2025	21.1 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		41.7 %	2024-2025	42.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		57.5 %	2025-2026	60 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		49.5 %	2025-2026	55 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		52.8 %	2025-2026	55 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		61.9 %	2025-2026	65 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)	60 %	51.4 %	2025-2026	55 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		67.5 %	2025-2026	70 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		44.6 %	2025-2026	45.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		63.9 %	2025-2026	65 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.8 %	2025-2026	61.9 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)	50 %	33.4 %	2025-2026	40 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	0 pts	-0.3 pts	2024-2025	14.7 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		52.4 %	2024-2025	57.4 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-7 pts	-24.5 pts	2024-2025	-9.5 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		38.9 %	2024-2025	43.9 %	↑

Goal 2	Chronic Absenteeism - (African American)		21.9 %	2024-2025	15 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	10 %	15.1 %	2025-2026	10 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	97 %	95 %	2025-2026	97 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	100 %	99 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		82 %	2025-2026	85 %	↑
Goal 2	Suspension Rate - (African American)		9.4 %	2024-2025	9.07 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	0.2 %	0.3 %	2025-2026	-0.03 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

ELA

The data demonstrates that a significant number of students are not performing at grade level in ELA.

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

Math

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 assessments.

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

Chronic Absenteeism

Based on the metrics for this goal, there is high chronic absenteeism schoolwide. The African American student group has the highest chronic absenteeism at 21.9%.

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

ELA

1. Limited use of data that is collected from formative assessment to adjust instruction.

- 2. Misalignment between ELA tasks and the rigor of the grade level standard.
- 3. Insufficient differentiation and targeted small-group reading instruction.

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

Math

- 1. Inconsistent implementation of grade-level, standards-aligned math instruction.
- 2. Limited use of diagnostic and formative assessment data to drive instruction.
- 3. Misalignment between daily instruction and the depth of knowledge required on SBAC Math

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

Chronic Absenteeism

- 1. Students who begin accumulating absences early in the semester may not have received timely check-ins, tiered supports, or personalized problem-solving.
- 2. Transportation challenges, work schedules, family responsibilities, or limited trust in school systems may disproportionately impact African American students.
- 3. Families who are less engaged may not feel empowered to partner with the school when attendance issues arise.

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.

ELA

- Daily explicit routines in reading foundational skills instruction (K-2) with aligned decodables, and continue OG instruction.
- Protect daily 120-minute ELA block, ensuring grade level standards, materials, and tasks.
- Daily small-group instruction designed to intentionally address specific skill gaps identified through student assessments.
- Weekly data-driven PLC structures/protocols, using common formative assessments aligned to grade level standards.
- Focused, job-embedded coaching support.

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.

Math

- Daily schoolwide math fluency routines (30 minutes per day)
- Timely reteaching and restructuring groups based on CFAs and FIABs data.
- PLC engages in continuous improvement cycles grounded in data and guided by a site-selected data analysis protocol (e.g., exit ticket analysis, re-teaching, re-grouping).

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.

Chronic Absenteeism

- Daily positive attendance messaging, student incentives, and immediate same-day parent contact for absences.
- Increased school contacts and home visits to intervene when student absences begin to increase.
- Provide families with education and resources to remove barriers to good attendance (transportation, social-emotional supports, clothing, etc.)

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA - Reading By First Grade & Response to Intervention

Partially Implemented

Continuation of 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 and 2nd grade. Grades 3rd-6th has not utilized IAB/FIAB online assessments consistently throughout the year.

Math - Challenging Content & K-6 Response to Intervention

Partially Implemented

Math fluency was implemented schoolwide for 30 minutes per day. Some classrooms were hesitant with implementation and therefore did not begin fluency at the beginning of the year. 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.

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.

Student Engagement - Reduce Suspensions

Partially Implemented

Students come to school with a lack of social skills and coping strategies. Tier 2 support provided social skills instruction with certain groups and met with students 30 minutes twice per week. Second step is not being implemented with fidelity in all classrooms. We did not have a Social Worker until December to support struggling students.

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 as reported by parents during attendance phone calls.

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.

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, Semester 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 Website, School Marquee, Class Dojo and Social Media.
- Survey parents on specific dates/times they are more available, and offer virtual opportunities to attend parent meetings such as PTO, SSC, parent conferences, and IEPs. .

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA - Reading By First Grade & 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. Grades 3rd-6th did not fully implement ELA FIABs throughout the first semester.

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. Inter Act Fellows are not utilized to support mathematics intervention in every classroom.

Increase Extra-Curricular Activities & Exposure to Careers

Partially Effective

There was a lack of instruction that explains how lessons connect to real-life experiences. Third and fourth grades have limited access to athletics and music opportunities.

Student Engagement - Reduce Suspensions

Effective

Suspensions have decreased overall from 1.6% to 0.8%.

Student Engagement - Reduce Chronic Absenteeism

Partially Effective

Overall Chronic Absenteeism decreased from 17% last year to 15% this year. There were two student groups (SWD, Hispanic) that increased in chronic absenteeism, and two groups (AA, White) that decreased in chronic absenteeism.

Recruitment and Retention of Staff

Effective

There was an increase in the organizational environment domain from the Spring 2025 to Fall 2025 Climate and Culture survey. Based on the CC survey data, 100% of staff answered favorably to all questions.

Family Engagement

Effective

Overall, actual implementation has been successful and parents are participating in their student's education where as 95% of parents reported favorably in the family engagement domain on the Fall Climate & Culture staff survey in 2025.

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.

Action 1 & 2

- Continue with reading fluency and analyze the data in order to specifically teach where students are lacking certain skills.
- Provide professional learning and 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 create an instructional calendar each quarter during PLCs planning days, outlining when assessments and corrective instruction will occur.

Action 3

- Continue with schoolwide math fluency program.
- Collaborate with ILT regarding our math fluency action plan and assessments.
- Professional Learning focused on math fluency and number sense strategies.
- ILT will device a plan addressing math fluency quarterly assessment results.

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:

- Continue to use Orton Gillingham reading program in grades K-2nd
- Planning days for teachers

ELAC:

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

Staff:

- Continue having teacher planning days
- Continue daily reading and math fluency
- iReady goal setting with students and grade level

- Use of Teaching Fellows during intervention block
- Continue math fluency in grades K-6th
- Interested in having Saturday School to make up for absences
- In the future, have teachers input and feedback on Prop 28 funds

- Need for more math manipulatives for K-2nd
- Continue Reflex Math
- FIAB data analysis with grade level
- Incentive for student attendance
- Class incentive for perfect attendance
- Continue individual student incentives for attendance with HSL and RCA



Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA - Early Literacy

Action Details

Early Literacy

Gibson Elementary will implement a comprehensive reading program that uses a three-tiered approach to strengthen foundational reading skills, build fluency, and deepen comprehension of complex texts. Professional Learning Communities (PLCs) will routinely review and analyze Common Formative Assessments, weekly reading assessments, quarterly fluency data, iReady results, and FSA data. This ongoing analysis will help determine students' progress toward mastery of standards and inform decisions about targeted interventions and enrichment opportunities.

Goal:

By June 2027, Gibson Elementary students meeting grade level proficiency in iReady will increase to 70% as measured by the iReady end of year Diagnostic.

By June 2027, Gibson Elementary Kindergarten students meeting KFSA mastering literacy foundational skills will increase to 70% as measured by the KFSA end of year assessment.

Direct Instructional Services

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. Quarterly assessments will measure student progress and comprehension skills.
- PLC+ teams will leverage the district's Curriculum Guidance documents, Pacing Guide, Common Core Companion, and Wonders curriculum to identify essential standards and engage in a backwards mapping process.
- The Academic Coach will support teachers in organizing literacy instruction, student assessments, lesson planning, and effective instructional delivery.
- Academic Coach collaborates with PLCs to analyze data and identify needed interventions or acceleration.
- Inter Act Fellows will deliver daily small-group intervention within each classroom.
- Administration will conduct grade level goal setting meetings based on iReady, SBAC, and reading fluency data.
- 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

- 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 or Site Academic Coach 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 using the Regional Literacy Funds in grades K-2nd.

Hispanic (HI): Provide a contract for Inter Act Fellows that will support students during Reading Intervention using the Regional Literacy Funds in grades K-2nd.

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.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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. Gibson's Home School Liaison will organize parent workshops focused on supporting children in academics. Communication from the school and classrooms will be delivered through various channels, including Parent Square (phone recordings and posts), school website, phone calls and emails, weekly newsletters, digital flyers, social media platforms, the school marquee, and Peach Jar.

Professional Learning

Describe Professional Learning related to this action.

- Site administration and Academic Coach will provide professional development to teachers, focusing on identifying teacher and student needs and designing impactful training sessions.
- All new K-2 teachers will be trained in OG.
- Kinder teachers will receive PL in Heggerty.
- Data analysis professional learning.
- Professional learning on effective Tier 2 instruction and ways to use Teaching Fellows during intervention block.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

- Data from weekly assessments, iReady, and KFSA will determine appropriate intervention strategies and ensure they align with student needs.
- i-Ready Diagnostic 2 data will show a 20% increase in the percentage of students meeting their stretch growth compared to last year's i-Ready stretch growth results.
- Fluency - Grades 1 and 2 fluency data will show a 20% increase in students meeting the quarterly grade level WCPM goal.
- FSA 2 data will show a 40% increase in students in Kindergarten who have mastered all literacy skills compared to FSA 1.

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.

- KFSA data will show 68.3% of Kindergarten students have mastered literacy foundational skills.
- Substantial improvements in students' ability to master grade-level reading standards, as shown by KFSA, iReady, and other assessments.
- Fluency - 80% of students in grades 1 and 2 will meet the end of year grade level WCPM goal.
- Outcomes monitored by Administration Team, Academic Coach, and teachers.

- 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.
- Additional professional development on differentiation, formative assessments, and using data to drive instruction.
- Outcomes monitored by teachers, PLCs, Academic Coach, and administration.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA - Literacy Intervention

Action Details

Literacy Intervention

Gibson Elementary will implement a comprehensive reading program that uses a three-tiered approach to strengthen foundational reading skills, build fluency, and deepen comprehension of complex texts. Professional Learning Communities (PLCs) will routinely review and analyze Common Formative Assessments, weekly reading assessments, quarterly fluency data, iReady results, and SBAC data. This ongoing analysis will help determine students' progress toward mastery of standards and inform decisions about targeted interventions and enrichment opportunities.

Goal:

By June 2027, Gibson Elementary 3rd - 6th grade students who are more than one year behind as measured by SBAC, who make more than one years' growth, will increase from 50% to 55%.

Direct Instructional Services

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. Quarterly assessments will measure student progress and comprehension skills.
- PLC+ teams will leverage the district's Curriculum Guidance documents, Pacing Guide, Common Core Companion, and Wonders curriculum to identify essential standards and engage in a backwards mapping process.
- The Academic Coach will support teachers in organizing literacy instruction, student assessments, lesson planning, and effective instructional delivery.
- Academic Coach collaborates with PLCs to analyze data and identify needed interventions or acceleration.
- Inter Act Fellows will deliver daily small-group intervention within each classroom.
- Administration will conduct grade level goal setting meetings based on iReady, SBAC, and reading fluency data with a focus on determining intervention groupings.
- 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.
- 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.
- 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 or Site Academic Coach 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 in grades 3rd - 6th.

Hispanic (HI): Provide a contract for Inter Act Fellows that will support students during Reading Intervention 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): 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): 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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. Gibson's Home School Liaison will organize parent workshops focused on supporting children in academics. Communication from the school and classrooms will be delivered through various channels, including Parent Square (phone recordings and posts), school website, phone calls and emails, weekly newsletters, digital flyers, social media platforms, the school marquee, and Peach Jar.

Professional Learning

Describe Professional Learning related to this action.

- Site administration and Academic Coach will provide professional development to teachers, focusing on identifying teacher and student needs and designing impactful training sessions.
- Data analysis professional learning using iReady, FIAB and SBAC results.
- Continued reading fluency professional learning.
- Professional learning on effective Tier 2 instruction and ways to use Teaching Fellows during intervention block.

Progress Monitoring: Outcomes

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, and IAB/FIABs to determine appropriate intervention strategies and ensure they align with student needs.
- i-Ready Diagnostic 2 data will show a 20% increase in the percentage of students meeting their stretch growth compared to last year's i-Ready stretch growth results.
- Grades 3 - 6 fluency data will show a 20% increase in students meeting the quarterly grade level WCPM goal.
- 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 - increase the distance from standards (DFS) in ELA from 0 to 15 points.
- Fluency - 80% of students in grades 3 - 6 will meet the end of year grade level WCPM goal.
- iReady Diagnostic 3 data will show a 20% increase in the percentage of students meeting their stretch growth compared to last year's i-Ready stretch growth results.
- Outcomes monitored by Administration Team and teachers.

Math - Challenging Content & K-6 Response to Intervention

Action Details

College & Career Readiness

Gibson will implement a comprehensive, balanced math instructional program that prioritizes daily targeted and differentiated instruction. The focus will be on students in grades K–6 to ensure each student demonstrates at least one year of growth in math proficiency, as measured by iReady and SBAC assessments. Math Fluency will be taught for thirty minutes daily focusing on strategies for number sense by using math fluency routines and math games. Targeted math interventions will be provided based on student performance data, including differentiated instruction featuring advanced problem-solving tasks for high-achieving students and additional small-group support for those who need reinforcement. Student progress will be monitored through ongoing formative and summative assessments to track growth and adjust interventions as needed.

Goal:

By June 2027, Gibson will increase the percentage of students meeting or exceeding standards on the SBAC Mathematics assessment by at least 15 percentage points (DFS) across grades 3–6. Additionally, 70% of students in grades K–6 will demonstrate measurable progress toward proficiency by achieving at least one year of stretch growth as measured by the end-of-year iReady diagnostic assessment.

Direct Instructional Services

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 planning for and creating more complex problems such as Think Smarter/Go Deeper questions to deepen students' mathematical thinking and problem-solving skills.
- PLCs will allocate time in their daily schedule to teach and strengthen math fluency.
- 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.
- Administration will conduct grade level goal setting meetings based on iReady, FIABs, SBAC, and math fluency data. Intervention groupings will be formed based on student needs.
- The Academic Coach will support teachers in planning math instruction, designing lessons, assessing students, and delivering effective instructional strategies.
- PLCs will refer to the math guidance document, quarterly planners, Common Core Companion guides, 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.
- Inter-Act Fellows will assist in delivering small-group math interventions for grades 3-6, 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, Speech Language Pathologist, and RSP Teacher 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? .

- 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 and collaborate to support integrated ELD math 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 such as Reflex, Frax, Prodigy... that focuses on math concepts and fluency.

Hispanic (HI): Provide support through the use of online math programs such as Reflex, Frax, Prodigy... that focuses on math concepts and fluency.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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. Gibson's Home School Liaison will organize parent workshops focused on supporting children in academics. Communication from the school and classrooms will be delivered through various channels, including Parent Square (phone recordings and posts), school website, phone calls and emails, weekly newsletters, digital flyers, social media platforms, the school marquee, and Peach Jar.

Professional Learning

Describe Professional Learning related to this action.

- Site administration and Academic Coach will provide professional development to teachers, focusing on identifying teacher and student needs and designing impactful training sessions.
- Data analysis professional learning using iReady, FIAB and SBAC results.
- Provide math fluency professional learning.
- Professional learning on effective Tier 2 instruction and ways to use Teaching Fellows during intervention block.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope 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.

- Use the data from weekly assessments, iReady, and IAB/FIABs to determine appropriate intervention strategies and ensure they align with student needs.
- i-Ready Math Diagnostic 2 data will show a 20% increase in the percentage of students meeting their stretch growth compared to last year's i-Ready stretch growth results.
- Grades K - 6 math fluency data will show a 20% increase in students meeting the quarterly grade level goal.
- Adjust and refine differentiated instructional strategies based on ongoing student performance and needs. This might include more targeted interventions or acceleration for advanced students.
- 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, Academic Coach, and administration.

And ultimately achieve these impacts.

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

- SBAC results - increase the distance from standards (DFS) in ELA from -27 to -12 points.
- Fluency - 80% of students in grades 3 - 6 will meet the end of year grade level math fluency goal.
- iReady Diagnostic 3 data will show a 20% increase in the percentage of students meeting their stretch growth compared to last year's i-Ready stretch growth results.
- Outcomes monitored by Administration Team and teachers.
- Teachers should work collaboratively to analyze data, discuss student progress, and adjust instruction as necessary.
- Outcomes monitored by Administration Team, Academic Coach, and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0200 Gibson Elementary (Locked)

G1 - Academic Growth and Achievement

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 3010)	27,429.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also supports G1A2 . supplemental Contracts - Grade level planning/Tutoring **Budget lines for personnel include salaries and related benefits	3,628.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Also supports G1A2 and G1A3. Sub days for goal setting and data analysis. **Budget lines for personnel include salaries and related benefits	1,339.00
G1A1	LCFF: EL	Instruction	Mat & Supp			This action also supports G1A2. Materials and Supplies	1,739.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Also supports G1A1 and G1A3. Basic materials and supplies in support of student learning. *No Food or Incentives*	9,912.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Also supports G1A2. Basic materials and supplies *No food or Incentives*	1,161.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Also supports G1A2 and G1A3. Planning days, SST, TST/COST meetings, Kindergarten Assessments - Sub Release days. **Budget lines for personnel include salaries and related benefits	17,225.00
G1A2	Sup & Conc	Instruction	Mat & Supp			To support supplemental printed materials.	500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2. Basic materials and supplies in support of student learning.	22,072.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			To purchase tech to support student learning.	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Also supports G1A2. Planning, Creating PL, collaborating with Teachers. **Budget lines for personnel include salaries and related benefits	3,628.00
G1A2	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : School-wide reading intervention. (Split 3010)	1,073.00
G1A3	Sup & Conc	Instruction	Direct-Maint			To repair equipment used to support student learning.	1,000.00

\$95,206.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement - Reduce Chronic Absenteeism

Action Details

Community Engagement

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 and School Social Worker 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.

Goal:

By June 2027, Gibson's Chronic Absenteeism will reduce from 15.1% to 10% as measured by Average Daily Attendance report.

Direct Instructional Services

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 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?

African American (AA): No Title I Funds were allocated.

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

African American (AA): Provide school events and assemblies throughout the year to engage students in extra-curricular activities, such as: Knight Pride rallies, recognizing good behavior or attendance, awards assemblies, sports, and clubs. Clinical School Social Worker and Resource Counseling Assistant to support with Chronic Absenteeism.

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

African American (AA): 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Provide school connection opportunities such as: Back to School night, Parent Teacher Conferences, Open House, Music Concerts, Carnival, School dances, Jog-A-Thon, Donuts with Grownups, Literacy Nights, Trunk or Treat, School Site Council, Parent Teacher Organization meetings...

Communicate regularly with families through Parent Square, Weekly Newsletter, ATLAS Parent Portal, Paper Flyers home,

Professional Learning

Describe Professional Learning related to this action.

Teachers will receive PL on current attendance rates and ways to support students who are chronically absent. Staff will be provided strategies for the importance of positive relationships and ways to build them.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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.

- 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.
- Daily and chronic absentee rates will improve.
- Monitored by administration, HSL, office assistant

- 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.
- Continued improvement in both daily attendance rate and chronic absenteeism.
- Monitored by administration, HSL, office assistant

- 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.
- Meet the less than 10% chronic absenteeism rate
- Monitored by administration, HSL, office assistant

Gibson Elementary 2026-2027 - SPSA Draft Edits

Action

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28 - Arts

Action Details

Health & Wellness

Our goal is to ensure every student has meaningful access to the arts. By integrating VAPA standards into classroom instruction and providing opportunities for students to create, perform, and reflect, we will strengthen engagement and creativity while supporting academic learning. Teachers will collaborate with VAPA instructors to ensure access for all students.

Goal

By June 2027, Gibson Elementary will ensure 90% student participation in Visual and Performing Arts (VAPA) instruction by providing standards-aligned opportunities in visual art, music, theater, and/or dance for all students in grades TK–6. Participation will be monitored through class schedules, attendance records, and student performance artifacts to ensure equitable access to VAPA learning experiences for every student.

Direct Instructional Services

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

Provide standards-aligned VAPA instruction to all students through regularly scheduled lessons in band, string, choir, and dance.

Integrate arts-based learning activities that support core academic subjects and increase student engagement.

Offer opportunities for students to showcase their learning through performances, presentations, exhibitions, and student displays.

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.

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

VAPA student work and performances will be showcased at various family engagement events such as:

- Music Concerts
- Annual Art Hop
- Open House
- Carnival

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Increased Student Engagement: • Students show enthusiasm, participation, and joy in movement based learning • Measured by teacher observations, attendance, and student surveys • Monitored by VAPA teacher and administration	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Improved Student Focus and Self-Regulation: • Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately • Measured by teacher observations, reduction in redirection or behavior incidents • Monitored by VAPA teacher and administration	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Enhanced School Culture and Climate: • The school fosters a positive, inclusive environment where VAPA is valued, and students feel a strong sense of belonging and pride • Measured by school climate surveys, student attendance, and family engagement data. • Monitored by VAPA teacher and administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0200 Gibson Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2150	Position split funded: 0.40 FTE Bullard Talent, 0.215 Gibson, 0.385 Jackson **Budget lines for personnel include salaries and related benefits	38,837.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		18,169.00
G2A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL Local Mileage - Also G3A1	250.00

\$57,256.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0200 Gibson Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0200	1110	1000	4300	Mat & Supp					G1A2	: Also supports G1A1 and G1A3. Basic materials and supplies in support of student learning. *No Food or Incentives*	9,912.00
060	3010	0200	1110	1000	5110	Subagreements					G1A1	Education and Leadership Foundation : School-wide reading intervention. (Split 3010)	27,429.00
060	3010	0200	1110	2495	4300	Mat & Supp					G1A2	Parent Involvement Also supports G1A2. Basic materials and supplies *No food or Incentives*	1,161.00
030	7090	0200	1110	1000	1120	Teacher-Subs					G1A2	Also supports G1A2 and G1A3. Planning days, SST, TST/COST meetings, Kindergarten Assessments - Sub Release days. **Budget lines for personnel include salaries and related benefits	17,225.00
030	7090	0200	1110	1000	1160	Teacher-Supp					G1A1	Also supports G1A2 . supplemental Contracts - Grade level planning/Tutoring **Budget lines for personnel include salaries and related benefits	3,628.00
030	7090	0200	1110	1000	4300	Mat & Supp					G1A2	To support supplemental printed materials.	500.00
030	7090	0200	1110	1000	4300	Mat & Supp					G1A2	Also supports G1A2. Basic materials and supplies in support of student learning.	22,072.00
030	7090	0200	1110	1000	4400	Nc-Equipment					G1A2	To purchase tech to support student learning.	2,000.00
030	7090	0200	1110	1000	5621	Equip Lease					G1A1	Ricoh Lease	2,500.00
030	7090	0200	1110	1000	5723	Direct-Maint					G1A3	To repair equipment used to support student learning.	1,000.00
030	7090	0200	1110	2100	1320	Crt Supr-Sub					G1A1	Also supports G1A2 and G1A3. Sub days for goal setting and data analysis. **Budget lines for personnel include salaries and related benefits	1,339.00
030	7090	0200	1110	3130	1210	Crt Pupil-Reg	Clinical School Social Worker	E231	(New/Open Position)	0.2150	G2A1	Position split funded: 0.40 FTE Bullard Talent, 0.215 Gibson, 0.385 Jackson **Budget lines for personnel include salaries and related benefits	38,837.00
030	7090	0200	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	(New/Open Position)	0.4375	G2A1		18,169.00
030	7090	0200	1110	3130	5211	Local Mileag					G2A1	HSL Local Mileage - Also G3A1	250.00
030	7091	0200	4760	1000	1160	Teacher-Supp					G1A2	Also supports G1A2. Planning, Creating PL, collaborating with Teachers. **Budget lines for personnel include salaries and related benefits	3,628.00
030	7091	0200	4760	1000	4300	Mat & Supp					G1A1	This action also supports G1A2. Materials and Supplies	1,739.00
030	7091	0200	4760	1000	5110	Subagreements					G1A2	Education and Leadership Foundation : School-wide reading intervention. (Split 3010)	1,073.00
													\$152,462.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,502.00
Sup & Conc	7090	\$107,520.00
LCFF: EL	7091	\$6,440.00
Grand Total		\$152,462.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$95,206.00
G2 - The Whole Child (SEL and Engagement)	\$57,256.00
Grand Total	\$152,462.00