



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carl E. Gilbert Elementary School	30664566027494	April 7, 2026	May 14, 2026

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

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

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

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

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

Schoolwide Program

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

Plan Description

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

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

Schoolwide Program

This plan will be Board approved in the Spring, and ready to implement July 1, and will be monitored throughout the 2026-27 school year.

Our school effectively aligns with ESSA requirements and the Local Control and Accountability Plan (LCAP) through strategic educational partner collaboration and resource integration focused on student achievement. The School Site Council (SSC) has scheduled meetings in Spring 2026 (March 24, 2026 and April 28, 2026) to review and update the School Plan for Student Achievement (SPSA) based on comprehensive feedback from teachers, classified staff, and parents. Gilbert's English Language Advisory Council (ELAC) has parallel meetings scheduled (March 24, 2026 and April 28, 2026) to provide specialized input to the SSC. Additional educational partner input includes a parent survey conducted in Spring 2026 and a staff-wide digital survey in February 2026.

****Academic Focus and Data-Driven Approach**** - Our primary focus remains English Language Arts (ELA) both as a site and district, with emphasis on closing achievement gaps through targeted, data-driven instruction. This continues our 2025-2026 reading goal identified through teacher planning sessions using ongoing data review of multiple measures during the 2025-2026 school year, including CAASPP scores, iReady data, DRA, BPST, and STAR assessments.

To support instruction, our plan builds upon district English Language Arts professional development in reading strategies, phonics intervention, and assessment. Our focused efforts include investments in instructional materials, STAR assessment platform, bilingual instructional assistants and substitute coverage for assessments. The allocations in our plan benefit and enhance all tiers of instruction (Tier 1, Tier 2, and Tier 3) in our English only program and our Spanish Dual Immersion Program. An essential component of the plan includes monitoring student progress and adapting instruction accordingly to meet diverse academic and social-emotional needs across all tiers, while actively monitoring our schoolwide efforts across both programs.

This plan is scheduled for SSC approval on April 28, 2026.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The input of various stakeholders is solicited through multiple methods when preparing, reviewing, revising, and monitoring the SPSA on an annual basis. A draft is developed based on data and feedback from a needs assessment, with insights from different groups about successes and areas for improvement. This includes feedback gathered through both parent and staff surveys.

The English Language Advisory Committee (ELAC) reviews sections of the plan and budget specific to educational practices and materials for English learners. Their input is then shared with the School Site Council (SSC), a group of elected parents, teachers, and the principal, who work together to ensure the SPSA balances programs and budgets effectively. Stakeholder input is ongoing and will be reflected in the final version of the SPSA.

Below is the input captured for each educational partner group during March and April 2025:

ELAC shares that reading is a fundamental building block that impacts all content areas—mathematics, science, social studies—and therefore fully supports the ELA focus, as it has broad benefits across learning domains. ELAC also highlights the importance of communication with families on reclassification, particularly for 4th and 5th grade students at risk of becoming Long-Term English Learners (LTELs). To address this, ELAC suggests targeted efforts to engage parents and support them in understanding reclassification requirements.

Looking toward next year, ELAC recommends continuing the successful three-day parent workshop on reclassification as an annual event. They also emphasize the need for ongoing communication regarding ELPAC testing and providing parents with strategies addressing the four ELPAC components. ELAC suggests bringing more parent workshops to the site level and increasing support for Emergent Bilingual Learners. They also recommend reconsidering the structure to enhance effectiveness. The School Site Council (SSC) and English Learner Advisory Committee (ELAC) both agree that we need to grow our mental health services. Their goal is a two-part plan: first, giving direct help to individual students, and second, supporting the entire family. By working with both students and parents, we can create a stronger support system. This focus matches our Student LCAP goals, which call for more help with bullying, mental health education, and making sure all students feel well and safe.

Staff input reveals common threads including continued efforts in reading instruction, early reading intervention, additional classroom instructional support from bilingual staff, and enhanced supports for Emergent Bilinguals through instructional assistants during reading time. Staff also highlight the importance of ongoing monitoring through site assessments TK-5 and continuation of STAR reading assessments for grades 2-5. Additionally, staff express interest in exploring strategies to increase family involvement, strengthen home-school connections, and raise awareness about educational priorities and resources.

Our academic goals are anchored in the Curriculum and Instruction Department's framework: "Equity, Excellence, and Empowerment through Literacy." This vision guides our school-wide focus on providing equitable, high-quality instruction for every student—a priority established by our site leadership and teacher leaders as early as March 2024. This specific focus on English Language Arts was reconfirmed through a rigorous data analysis in Fall 2024, reviewing CAASPP, iReady, and STAR assessments. To support this work, professional development is already underway, beginning this Spring 2025 with High-Frequency Word (HFW) training for Kindergarten and 1st-grade teachers. Looking ahead, 2nd-grade teachers will receive targeted HFW training to strengthen foundational skills, alongside school-wide Amplify and Fluency training for all teachers in grades K-5.

2026-2027 SPSA Input and Approval Timeline:

February 2026: Staff members were provided the opportunity to provide input based on the comprehensive needs assessment.

February 24, 2026: ELAC and SSC held a joint needs assessment meeting to gather stakeholder input for the SPSA.

March 24, 2026: ELAC and SSC reviewed site data and the draft budget for Title I. Both committees approved the creation of SPSA goals and actions to align with these budgetary items.

April 28, 2026: SSC scheduled meeting to review final revisions and formally approve the 2026-2027 SPSA.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the 2025 California School Dashboard, the State Indicators for which overall performance was in the "Red" or "Orange" performance categories were as follows:

Orange - Chronic Absenteeism
Orange - Mathematics
Orange-English Learner Progress

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

According to the 2025 California School Dashboard, the following state indicators and student groups were identified for being two or more performance levels below the all student performance:

Chronic Absenteeism: Overall (All Students) Level-Orange

Students Groups in Orange Hispanic, Homeless, Socioeconomically Disadvantaged

Student Groups in Red No students

Mathematics: Overall (All Students) level-Orange

Student Groups in Orange - English Learners, Hispanic, Socioeconomically Disadvantaged

Student Groups in Red-Students with Disabilities

English Language Arts: Overall (All Students) level-Yellow

Student Groups in Orange-Students with Disabilities

English Learner Progress Indicator: Overall (All Students) level-Orange

Student Groups in Orange-English Learners

Suspension Rate: Overall (All Students) level-Yellow

Student Groups in Orange: Homeless, Students with Disabilities

Student Groups in Red-none

According to the 2025 California School Dashboard, our school faces critical areas for improvement across both academic and climate indicators. While our Suspension Rate remains a relative strength at the Yellow level, we have seen an increase in Chronic Absenteeism, which has moved to Orange overall. Within this indicator, our Hispanic, Homeless, and Socioeconomically Disadvantaged student groups are all performing at the Orange level.

In academics, English Language Arts (ELA) is currently at Yellow overall, though Students with Disabilities remain in Orange, signaling a need for support. Mathematics remains a significant challenge at Orange overall, with English Learners, Hispanic students, and Socioeconomically Disadvantaged students in Orange, while Students with Disabilities have moved into the Red performance level. Additionally, the English Learner Progress Indicator (ELPI) is currently at Orange, emphasizing the need for refined support for our English Learner (EL) population.

Strategic Interventions for Chronic Absenteeism

While Gilbert has shown consistent growth in overall attendance, the shift to Orange on the Dashboard highlights a need for a more targeted support plan for students who are chronically absent. We will maintain our established SART meetings, regular monitoring, and monthly attendance celebrations. To better support our Homeless and Socioeconomically Disadvantaged populations, we are expanding outreach through triad meetings and community of school supports to address barriers for both students and families.

Academic Support and Targeted Instruction

To drive academic improvement, particularly in Mathematics where achievement gaps are most persistent, we will prioritize the following:

Curriculum Implementation: We will support teachers with the planning and rollout of the newly adopted Math curriculum in Fall 2026.

Students with Disabilities: We will conduct a comprehensive analysis of current programs and instructional practices in both ELA and Math to identify specific skill gaps. Our goal is to implement evidence-based interventions that ensure these students maintain access to rigorous, grade-level content through appropriately designed services and accommodations.

English Learners and Hispanic Students: Our data confirms a need for targeted support in foundational skills. We will provide specific tiered instruction to address these gaps while ensuring students continue to meet grade-level standards.

English Learner Progress and Success

To move our English Learner Progress Indicator out of the Orange level, our strategic plan includes:

Professional Growth: We will provide annual professional development on EL best practices and enroll a new grade-level team in the District English Language Learner Professional Development series.

Instructional Tools: Teachers will use data-driven instruction based on a domain analysis (Listening, Speaking, Reading, and Writing) of summative ELPAC results.

Student & Family Support: We will offer parent training to empower families and provide students with regular ELPAC interim practice to build their skills and confidence.

Through these strategic, data-informed interventions, we aim to close achievement gaps and improve outcomes for all student groups.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Additional data from iReady also demonstrates a continued need in vocabulary and comprehension development.

Based on the Winter 2025 iReady assessment data and other site based data points, we have identified two critical areas for targeted intervention:

1st Grade Priority: 77% of 1st-grade students are currently in the "Yellow" range. Local DRA and STAR results confirm these students have a significant need for focused foundational support in decoding and fluency to reach proficiency.

4th Grade Priority: Nearly one-third (31%) of the cohort is performing in the "Red" range. This aligns with STAR assessment trends showing a need for intensive intervention in reading comprehension and vocabulary.

5th Grade Urgent Intervention: 5th-grade data reveals the highest need for intensive support, with 47% of the cohort performing in the "Red" categories. This significant gap requires a prioritized Tier 3 intervention plan to address foundational deficits and ensure students are prepared for the transition to middle school.

Overall, the high concentration of students in the "Yellow" category across all grades (reaching up to 77%) highlights a school-wide need for high quality Tier 1 coherence and an expansion of Tier 2 interventions. By prioritizing these 1st and 4th-grade clusters, we can address specific skill gaps before they widen.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Carl E. Gilbert Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	0.20%	0		1
African American	4.13%	5.32%	3.88%	21	28	19
Asian	3.74%	2.28%	2.04%	19	12	10
Filipino	2.17%	2.28%	1.43%	11	12	7
Hispanic/Latino	86.02%	87.26%	87.55%	437	459	429
Pacific Islander	0.2%	0.19%	1.02%	1	1	5
White	1.97%	0.76%	0.82%	10	4	4
Two or More Races	1.38%	1.71%	2.45%	7	9	12
Not Reported	0.39%	0.19%	0.61%	2	1	3
Total Enrollment				508	526	490

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten		46	44
Kindergarten	95	67	70
Grade 1	80	78	63
Grade 2	75	83	77
Grade3	82	80	76
Grade 4	92	74	79
Grade 5	84	96	80
Total Enrollment	508	526	489

Conclusions based on this data:

1. Student enrollment reflects a diverse population of a variety of smaller subgroups with the largest group represented are Latino/Hispanic students with about 87%.
2. Additionally, the data demonstrates a continued decrease in student enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	251	257	206	49.4%	48.9%	42.0%
Fluent English Proficient (FEP)	38	32	40	7.5%	6.1%	8.2%
Reclassified Fluent English Proficient (RFEP)	21	17	30	2.0%	3.2%	6.1%

Conclusions based on this data:

1. With almost 50% of our students being Emergent Bilinguals, our classroom instruction, staff development, and budgetary purchases should reflect an emphasis intentional best practice for this significant subgroup.
2. There was an increase in reclassification percentages from 3.2 % to 6.1%. Increased focus on data driven targeted supports for English Language Learners/Emergent Bilinguals and their families can be directly connected to this increase.
3. As the district enters its second year of implementing the Language Power (Second Edition) curriculum, our school remains focused on monitoring both the consistency of instruction and its measurable impact on student growth. To support this, we are participating in the second cohort of the District English Language Development (D-ELD) professional development series.

Grade-level teams are also increasing the use of ELPAC Interim Assessment Blocks (IABs) to provide data-driven, targeted support for our English Learners. Looking ahead to the next academic year, we have identified a need for more intentional delineation between oral academic language, language bridges, and AVID strategies. While these high-leverage practices support all learners, they are particularly vital for our English Language Learners and Emergent Bilinguals. By focusing on these specific instructional pillars and ongoing professional growth, we aim to increase the percentage of students meeting reclassification criteria and ensure long-term academic success for our largest student subgroup.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	82	81	76	82	81	75	82	81	75	100.0	100	98.7
Grade 4	97	76	81	92	73	79	92	73	79	94.8	96.1	97.5
Grade 5	84	100	80	83	100	80	83	100	80	98.8	100	100
All Grades	263	257	237	257	254	234	257	254	234	97.7	98.8	98.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2368.	2348.	2364.	7.32	8.64	5.33	14.63	11.11	10.67	24.39	23.46	30.67	53.66	56.79	53.33
Grade 4	2391.	2399.	2399.	2.17	9.59	6.33	18.48	12.33	15.19	20.65	13.70	25.32	58.70	64.38	53.16
Grade 5	2462.	2439.	2450.	14.46	6.00	7.50	15.66	26.00	13.75	26.51	16.00	27.50	43.37	52.00	51.25
All Grades	N/A	N/A	N/A	7.78	7.87	6.41	16.34	17.32	13.25	23.74	17.72	27.78	52.14	57.09	52.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.10	6.17	4.00	64.63	54.32	65.33	29.27	39.51	30.67
Grade 4	2.17	10.96	6.33	61.96	57.53	59.49	35.87	31.51	34.18
Grade 5	9.64	8.00	6.25	59.04	50.00	60.00	31.33	42.00	33.75
All Grades	5.84	8.27	5.56	61.87	53.54	61.54	32.30	38.19	32.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.64	6.17	4.00	34.57	33.33	44.00	56.79	60.49	52.00
Grade 4	1.09	4.11	1.27	45.65	41.10	56.96	53.26	54.79	41.77
Grade 5	6.02	3.03	7.50	60.24	55.56	47.50	33.73	41.41	45.00
All Grades	5.08	4.35	4.27	46.88	44.27	49.57	48.05	51.38	46.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.88	8.64	8.00	75.61	67.90	73.33	19.51	23.46	18.67
Grade 4	3.30	4.11	1.27	70.33	65.75	72.15	26.37	30.14	26.58
Grade 5	12.05	5.00	7.50	63.86	68.00	73.75	24.10	27.00	18.75
All Grades	6.64	5.91	5.56	69.92	67.32	73.08	23.44	26.77	21.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.10	4.94	4.00	65.85	54.32	62.67	28.05	40.74	33.33
Grade 4	4.35	8.22	5.06	58.70	57.53	67.09	36.96	34.25	27.85
Grade 5	14.46	9.00	10.00	59.04	57.00	58.75	26.51	34.00	31.25
All Grades	8.17	7.48	6.41	61.09	56.30	62.82	30.74	36.22	30.77

Conclusions based on this data:

- Baseline: 2023 - 2024 will be used as baseline data as we monitor the impact of continued instructional supports and programs launched and implemented.

English Language Arts overall percentages show a decrease in the percentage of students below standard both at each grade level and as a overall. While this is positive to see a decrease in the percentage of students below standard overall there was also a decrease in the percentage of students above standard and at standard which in turn significantly increase the percentage of student in nearly met. Distance from Met Data indicates the following Grade 3, students moved closer to standard by 15 points. In 4th grades, students grew moving closer to standard by 1 points and in grade 5, students moved closer to standard by 10 points.

The school's goals and instructional priorities will be monitored, revisited, and continued in Fall 2026. Funding allocation is essential in the priority areas specifically to address students who are not meeting standard.
- Trend: Our data shows overall progress in closing the Distance from Standard (DFS) across most grade levels, with the most minimal growth observed within the 4th-grade group. However, a deeper analysis of cohort data reveals a significant positive trend as students transition from 4th to 5th grade.

Notably, we saw a substantial decrease in the percentage of students not meeting standards as they progressed: the non-proficiency rate dropped from 64% in 4th grade (2023–2024) to 51% in 5th grade (2024–2025). This positive shift was also reflected in the previous cycle, where the rate dropped from 58% in 4th grade to 52% in 5th grade.

It is important to emphasize that while these percentages reflect movement between achievement bands, the Distance from Standard data provides a more nuanced view of student success. Even when a student remains within the same achievement level, a narrowing DFS indicates they are making measurable gains and moving closer to meeting grade-level standards.

3. Next Steps:

While we have successfully reduced the percentage of students "Below Standard," the shift of students into the "Nearly Met" category necessitates a rigorous focus on Tier 1 and Tier 2 effectiveness.

In Fall 2026, we will enter our second year of implementing Amplify as a supplemental resource, alongside a district-wide focus on High-Frequency Words (K–2) and fluency across all grades. We will utilize instructional coaching and ongoing progress monitoring to refine our Tier 2 and Tier 3 interventions. Furthermore, we will maintain a dedicated focus on enhancing vocabulary support and strengthening oral academic language across all content areas to support our English Learners. By sustaining our AVID schoolwide implementation, we aim to build on the positive cohort growth seen in our DFS data and move all student groups toward proficiency.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	82	81	76	82	81	76	82	81	76	100.0	100	100
Grade 4	97	76	80	93	75	78	93	75	78	95.9	98.7	97.5
Grade 5	84	100	80	83	100	79	83	100	79	98.8	100	98.8
All Grades	263	257	236	258	256	233	258	256	233	98.1	99.6	98.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2388.	2385.	2381.	9.76	8.64	3.95	13.41	18.52	22.37	29.27	28.40	26.32	47.56	44.44	47.37
Grade 4	2415.	2430.	2417.	5.38	10.67	1.28	17.20	9.33	20.51	25.81	34.67	37.18	51.61	45.33	41.03
Grade 5	2476.	2446.	2446.	10.84	6.00	10.13	21.69	10.00	8.86	22.89	37.00	24.05	44.58	47.00	56.96
Grade 11															
All Grades	N/A	N/A	N/A	8.53	8.20	5.15	17.44	12.50	17.17	25.97	33.59	29.18	48.06	45.70	48.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.98	11.11	6.58	45.12	45.68	50.00	43.90	43.21	43.42
Grade 4	11.83	16.00	3.85	36.56	45.33	56.41	51.61	38.67	39.74
Grade 5	15.66	5.00	10.13	48.19	48.00	32.91	36.14	47.00	56.96
Grade 11									
All Grades	12.79	10.16	6.87	43.02	46.48	46.35	44.19	43.36	46.78

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.20	8.64	10.53	40.24	46.91	42.11	47.56	44.44	47.37
Grade 4	8.60	5.33	2.56	39.78	41.33	50.00	51.61	53.33	47.44
Grade 5	12.05	5.00	7.59	57.83	54.00	49.37	30.12	41.00	43.04
All Grades	10.85	6.25	6.87	45.74	48.05	47.21	43.41	45.70	45.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.85	6.17	6.58	51.22	58.02	56.58	32.93	35.80	36.84
Grade 4	2.15	9.33	2.56	58.06	46.67	65.38	39.78	44.00	32.05
Grade 5	7.23	4.00	10.13	56.63	55.00	43.04	36.14	41.00	46.84
All Grades	8.14	6.25	6.44	55.43	53.52	54.94	36.43	40.23	38.63

Conclusions based on this data:

- Baseline: 2023 - 2024 will be used as baseline data as we monitor the impact of continued instructional supports launched and implemented in Fall 2024.

Our 24-25 assessment data shows a nuanced shift in student performance. While there was a slight decrease in the overall percentage of students Exceeding Standard, we saw a positive increase in those who Met Standard, rising from 12.5% to 17.17%.
- Trend: When looking closer at the results, there is a mixture of slight increases and decreases across specific grade-level subsections. This indicates that while we are successfully moving more students into the proficient range, we need to maintain our focus on targeted support to help more students reach the highest achievement levels.
- Next Steps: Our next steps focus on leveraging Professional Learning Team (PLT) sessions to build instructional coherence and a deep understanding of grade-level mastery. As we launch our newly adopted math curriculum, PLT time will be used to provide proper scaffolding for all learners, utilizing content expert-created scope and sequences to unpack standards. We will implement multiple calibrated measures to track mastery throughout the year while continuing to integrate Cognitively Guided Instruction (CGI) in intentional, meaningful ways. By grounding these efforts in collaborative spaces, we ensure a high-quality learning environment where students develop deep conceptual understanding alongside grade-level expectations.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1415.3	1391.5	1405.2	1422.3	1408.4	1416.0	1398.7	1351.6	1379.8	46	58	41
1	1447.0	1439.7	1417.7	1454.4	1445.9	1430.0	1439.0	1433.0	1404.9	39	31	24
2	1476.5	1459.9	1487.8	1492.3	1461.2	1495.4	1460.3	1458.2	1479.6	26	43	31
3	1501.1	1474.0	1481.9	1503.7	1474.4	1481.9	1498.0	1473.0	1481.5	41	28	38
4	1510.2	1500.6	1477.1	1513.3	1496.2	1478.1	1506.7	1504.6	1475.6	54	38	28
5	1543.6	1512.1	1510.8	1555.2	1513.2	1506.4	1531.7	1510.5	1514.7	37	50	32
All Grades										243	248	194

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.22	12.07	9.76	26.09	18.97	39.02	34.78	41.38	29.27	23.91	27.59	21.95	46	58	41
1	2.56	6.45	4.17	43.59	22.58	20.83	38.46	45.16	29.17	15.38	25.81	45.83	39	31	24
2	7.69	9.30	19.35	53.85	46.51	35.48	26.92	25.58	41.94	11.54	18.60	3.23	26	43	31
3	26.83	7.14	5.26	36.59	21.43	42.11	26.83	53.57	34.21	9.76	17.86	18.42	41	28	38
4	28.30	18.42	0.00	28.30	42.11	42.86	28.30	21.05	25.00	15.09	18.42	32.14	53	38	28
5	35.14	18.00	9.38	40.54	34.00	50.00	16.22	26.00	28.13	8.11	22.00	12.50	37	50	32
All Grades	20.25	12.50	8.25	36.36	31.05	39.18	28.93	34.27	31.44	14.46	22.18	21.13	242	248	194

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.70	17.24	17.07	36.96	22.41	36.59	34.78	37.93	24.39	19.57	22.41	21.95	46	58	41
1	7.69	16.13	8.33	53.85	25.81	33.33	25.64	41.94	33.33	12.82	16.13	25.00	39	31	24
2	30.77	27.91	41.94	38.46	34.88	29.03	30.77	20.93	29.03	0.00	16.28	0.00	26	43	31
3	51.22	28.57	18.42	26.83	25.00	47.37	12.20	32.14	15.79	9.76	14.29	18.42	41	28	38
4	41.51	36.84	25.00	35.85	36.84	42.86	11.32	13.16	10.71	11.32	13.16	21.43	53	38	28
5	54.05	40.00	37.50	37.84	32.00	46.88	2.70	12.00	9.38	5.41	16.00	6.25	37	50	32
All Grades	32.23	27.82	24.74	38.02	29.44	39.69	19.01	25.81	20.10	10.74	16.94	15.46	242	248	194

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.92	12.07	4.88	16.67	12.07	9.76	37.50	37.93	68.29	22.92	37.93	17.07	48	58	41
1	4.65	3.23	4.17	32.56	25.81	12.50	23.26	35.48	25.00	39.53	35.48	58.33	43	31	24
2	8.06	2.33	3.23	38.71	41.86	41.94	27.42	25.58	32.26	25.81	30.23	22.58	62	43	31
3	2.27	0.00	2.63	15.91	14.29	21.05	43.18	57.14	50.00	38.64	28.57	26.32	44	28	38
4	3.28	5.26	0.00	21.31	34.21	10.71	42.62	23.68	46.43	32.79	36.84	42.86	61	38	28
5	3.64	6.00	3.13	14.55	14.00	21.88	58.18	48.00	59.38	23.64	32.00	15.63	55	50	32
All Grades	7.85	5.65	3.09	30.17	22.98	19.59	36.36	37.50	48.97	25.62	33.87	28.35	242	248	194

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.91	12.07	12.20	50.00	70.69	68.29	26.09	17.24	19.51	46	58	41
1	30.77	25.81	8.33	51.28	58.06	70.83	17.95	16.13	20.83	39	31	24
2	38.46	25.58	38.71	53.85	55.81	61.29	7.69	18.60	0.00	26	43	31
3	41.46	21.43	23.68	43.90	57.14	50.00	14.63	21.43	26.32	41	28	38
4	32.08	39.47	21.43	54.72	44.74	53.57	13.21	15.79	25.00	53	38	28
5	29.73	20.00	12.50	62.16	64.00	78.13	8.11	16.00	9.38	37	50	32
All Grades	32.23	22.98	19.59	52.48	59.68	63.40	15.29	17.34	17.01	242	248	194

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.52	17.24	19.51	76.09	55.17	56.10	17.39	27.59	24.39	46	58	41
1	12.82	6.45	4.17	79.49	74.19	83.33	7.69	19.35	12.50	39	31	24
2	34.62	25.58	38.71	65.38	58.14	58.06	0.00	16.28	3.23	26	43	31
3	56.10	25.00	36.84	31.71	60.71	47.37	12.20	14.29	15.79	41	28	38
4	50.94	39.47	21.43	35.85	42.11	60.71	13.21	18.42	17.86	53	38	28
5	86.49	58.00	65.63	5.41	24.00	28.13	8.11	18.00	6.25	37	50	32
All Grades	40.91	29.84	31.96	48.35	50.40	54.12	10.74	19.76	13.92	242	248	194

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.87	8.62	4.88	56.52	48.28	70.73	32.61	43.10	24.39	46	58	41
1	5.13	12.90	4.17	51.28	45.16	29.17	43.59	41.94	66.67	39	31	24
2	11.54	0.00	0.00	50.00	67.44	83.87	38.46	32.56	16.13	26	43	31
3	12.20	0.00	2.63	51.22	46.43	55.26	36.59	53.57	42.11	41	28	38
4	15.09	0.00	0.00	52.83	57.89	50.00	32.08	42.11	50.00	53	38	28
5	13.51	8.00	6.25	59.46	50.00	65.63	27.03	42.00	28.13	37	50	32
All Grades	11.57	5.24	3.09	53.72	52.82	60.82	34.71	41.94	36.08	242	248	194

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	43.48	27.59	26.83	26.09	34.48	56.10	30.43	37.93	17.07	46	58	41
1	2.56	3.23	0.00	79.49	64.52	54.17	17.95	32.26	45.83	39	31	24
2	7.69	6.98	25.81	69.23	67.44	61.29	23.08	25.58	12.90	26	43	31
3	17.07	0.00	5.26	75.61	85.71	78.95	7.32	14.29	15.79	41	28	38
4	9.43	13.16	0.00	69.81	71.05	64.29	20.75	15.79	35.71	53	38	28
5	24.32	10.00	3.13	62.16	68.00	84.38	13.51	22.00	12.50	37	50	32
All Grades	18.18	12.10	11.34	62.81	62.10	67.01	19.01	25.81	21.65	242	248	194

Conclusions based on this data:

1. With almost 50% of our students learning English as the second language, our classroom instruction, staff development, and budgetary purchases should reflect an emphasis on supports that will benefit this significant subgroup.

Baseline 23-24 : K-5 ELPAC Data demonstrates a decrease in the mean scale score for grade K-5. The decrease range from as much as 31 points 5th grade and 8 points in 1st grade. Although there is a decrease in overall mean

scale score 1st and 2nd grade had a slight increase in student receiving an overall level four. First Grade increase from 2.56% to 6.45% and second grade had a slight increase from 7.69% to 9.30%.

While our overall mean scores remained stable for 24-25, we saw significant pockets of growth in student proficiency. The most notable progress occurred in 2nd Grade, where the percentage of students achieving Level 4 rose from 9.3% to 19.35%. 3rd Grade demonstrated a remarkable jump, nearly doubling from 21.43% to 42.11%, and 5th Grade also showed strong gains, increasing from 34% to 50%.

Despite these successes in oral language and overall growth, Written Language and Reading remain our lowest domains, with the fewest number of students reaching Level 4. These areas will be our primary focus for targeted linguistic support to ensure more students move toward full English proficiency and reclassification.

2. Trend: While overall ELPAC scores remained steady, we saw significant growth in students reaching Level 4 in grades 2, 3, and 5. However, Written Language and Reading remain our lowest areas of performance.
3. Next Steps: Our next steps focus on the consistent implementation of Designated ELD tailored to students' specific proficiency levels when possible. To address literacy needs, we will leverage AVID strategies as a Tier 1 support and scaffolds to ensure all students can gain greater access to grade-level content. Furthermore, we will build on our students' oral language strengths by using talk moves and scaffolds to bridge the gap into formal writing, while maintaining a strong schoolwide emphasis on Tier 1 and Tier 2 reading instruction to address the data trends. To ensure our support are inclusive of all students, we will also provide intensive Tier 3 interventions in the area of ELA involving specialized, small-group support for students requiring the most significant academic assistance.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
490	94.3%	42%	0.4%
Total Number of Students enrolled in Carl E. Gilbert Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	42%
Foster Youth	2	0.4%
Homeless	83	16.9%
Socioeconomically Disadvantaged	462	94.3%
Students with Disabilities	63	12.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	3.9%
American Indian	1	0.2%
Asian	10	2%
Filipino	7	1.4%
Hispanic	429	87.6%
Two or More Races	12	2.4%
Pacific Islander	5	1%
White	4	0.8%

Conclusions based on this data:

1. Baseline: A significant number of our students experience challenges such as socioeconomic difficulties, homelessness, and/or foster care. Gilbert serves a student student population that includes 94.3% of students who

are socially economically disadvantaged and 42% of students who are English Language Learners/Emergent Bilinguals. Additionally, Gilbert serves a primarily hispanic populations with 87.6% of students identifying as hispanic.

2. Trends: These high percentages within Gilbert's enrollment have been consistent throughout the years even with a yearly declining enrollment.
3. Next Steps: Community partnerships and resources are available, and each year our school site and district have increased the amount of support available to students and families to overcome these challenges. Seeking partnerships and launching initiatives aligned with the Community Schools needs assessment will be an essential component in ensuring resources are responsive to the needs of the Gilbert learning community. Additionally, a continued focus on best first instruction and reclassification as listed in the previous analysis of data is also an essential component of supporting English Language Learners/Emergent Bilinguals.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Current Data: Gilbert School received Orange in Mathematics, English Learner/Emergent Bilingual Progress and Chronic Absenteeism, Yellow in English Language Arts and suspension rate.
2. Trend: These new scores demonstrate increase in the area of English Language Arts.

3. Next Steps: We recommend continuing with monthly Guiding Coalition meetings to further plan, oversee, and monitor our schoolwide focus on English Language Arts and Mathematics Tier 1, Tier 2 & Tier 3 instruction and English Learner/Emergent Bilingual progress. A systematic approach to oversee and create strategic interventions/programs to support absenteeism across all grade levels by reviewing, intervening, and progress monitoring attendance and student social-emotional well-being is needed specifically for students who had 10 or more absences in 2025-2026. This systematic approach should include a team of educational partners with consideration for SEOC, counselor, and program specialist involvement. Chronic absenteeism continues to impact student learning for a small percentage of our students and needs to be addressed through implementing multi-tiered interventions and support with active monitoring for students and the family as a unit. Supports for Emergent Bilinguals include Designated English Language Development and a continued schoolwide focus on data analysis and implementing coherence around professional development in the science of reading for foundational reading skills and essential standards in English Language Arts across all grade levels. Beyond the patterns noted here, another critical indicator of our success is the high rate of achievement for students once they reclassify.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 61.7 points below standard Increased 7.9 points 221 Students	English Learners Yellow 65.5 points below standard Increased 10.7 points 124 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 86 points below standard Increased 20.9 points 32 Students	Socioeconomically Disadvantaged Yellow 61.6 points below standard Increased 7.6 points 216 Students

Students with Disabilities  Orange 125.2 points below standard Increased 13.1 points 38 Students	African American  No Performance Color 53.7 points below standard Increased 14.9 points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 64.4 points below standard Increased 6.7 points 202 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Current Data: According to the 2025 Fall data. The fall 2025 dashboard reflects the following results: English Language Learners (Emergent Bilinguals) 65.5 points below standard and Socioeconomically disadvantaged students scored 61.6 points below standard. Students with disabilities scored 125.2 points below standard and homeless students scored 86 points below standard.
2. Trend: The overall trend across via the Dashboard shows an increase of 7.9 points.
3. Next Steps: Our schoolwide next steps in English Language Arts is grounded in a comprehensive system of supports that includes targeted ELA instruction, ongoing collaboration within Professional Learning Teams, and the intentional use of AVID scaffolds to ensure access to grade-level content for all students. Through consistent data triangulation, regular analysis of multiple data points, and effective progress monitoring, we will be able to respond to student needs with precision across Tier 1, Tier 2, and Tier 3 instruction. The outlined next steps will further strengthen these efforts by addressing the specific areas of need identified in our data. We recommend an added emphasis on reclassification efforts, as data indicates a strong correlation between reclassified students and higher performance in ELA. Key supports for Emergent Bilinguals include Designated English Language Development, alongside a schoolwide commitment to professional development in the science of reading. This includes a focus on foundational reading skills and the continued analysis, identification, teaching, and mastery of essential standards to ensure growth and achievement in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

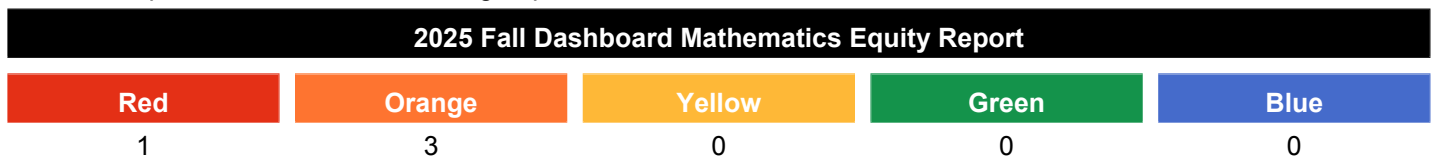
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 66.4 points below standard Declined 4.3 points 221 Students	English Learners  Orange 67.5 points below standard Maintained -2.2 points 124 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 57.5 points below standard Increased 14.8 points 33 Students	Socioeconomically Disadvantaged  Orange 66.4 points below standard Declined 3.9 points 216 Students

Students with Disabilities  Red 130.2 points below standard Declined 11.8 points 38 Students	African American  No Performance Color 62.1 points below standard Declined 15.8 points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 69.3 points below standard Declined 5.6 points 203 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Current Data: The fall 2025 dashboard reflects the following results: English Language Learners (Emergent Bilinguals) 67.5 points below standard and Socioeconomically disadvantaged students scored 66.4 points below standard. Students with disabilities scored 130.2 points below standard and homeless students scored 57.5 points below standard.
2. Trend: The overall trend is movement away from standard met across subgroups with the exception of our homeless subgroup.
3. Next Steps: Our next steps for Mathematics include a continued focus on math fact fluency and automaticity to strengthen foundational skills. We will leverage PLT time to ensure a successful launch of the new district math curriculum, focusing on building instructional coherence and a deep understanding of the standards. This work will include identifying curriculum scaffolds and additional supports to ensure all students can access grade-level content, while utilizing CGI practices to build conceptual understanding and using regular assessments to progress monitor for mastery.

School and Student Performance Data

Academic Performance Science

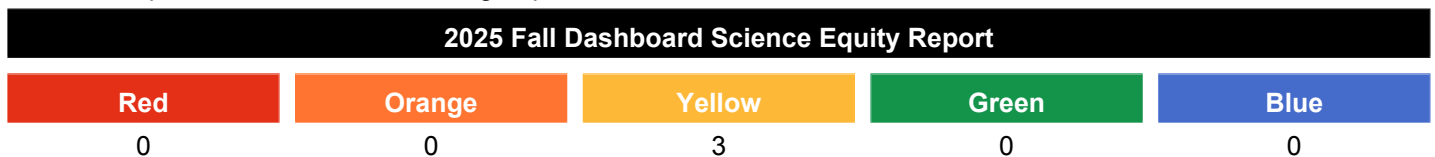
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 42.1 science points Increased 3.7 points 75 Students	English Learners  Yellow 41.5 science points Increased 3 points 45 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 38 science points 12 Students	Socioeconomically Disadvantaged  Yellow 42.2 science points Increased 3.7 points 74 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 42.7 science points Increased 4.5 points 68 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Current Data: There was an overall increase of 3.7 points in the area of science across all reported subgroups.
2. Trends: There was an overall increase increase.
3. Next Steps: Continue increased access to science at all grade levels.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
42.5 making progress.	making progress.
Number Students: 146 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24%	33.6%	2.1%	40.4%

Conclusions based on this data:

1. Baseline Data Fall Dashboard English Learner Progress Indicator: 40.4.% of Emergent Bilinguals progressed at least one ELPI level. Followed by 33.6% of students maintaining their levels and 24% decreasing one ELPI Level.
2. Trends: Although the largest percentage of students are progressing one level it is essential for there to be a focus on maintaining and even decreasing one level.
3. Next Steps: Our next steps include a primary focus on strengthening writing through targeted scaffolds and a detailed analysis of students who showed a decline in performance. We will examine data patterns across specific grade levels and domains to pinpoint exactly where these decreases occurred and respond accordingly. A continued emphasis will remain on Designated ELD (D-ELD) through the launch of the updated Language Power edition, alongside a commitment to oral language and vocabulary development. Furthermore, we will utilize Interim ELPAC assessments to intentionally with students at all grade levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 24% Chronically Absent Declined 0.5 520 Students	English Learners  Yellow 14.8% Chronically Absent Declined 2.1 223 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  Orange 35.8% Chronically Absent Declined 6.4 81 Students	Socioeconomically Disadvantaged  Orange 24.1% Chronically Absent Declined 1.2 497 Students

Students with Disabilities  Yellow 17.7% Chronically Absent Declined 5.9 79 Students	African American  No Performance Color 35% Chronically Absent Declined 11.4 20 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 18.2% Chronically Absent Increased 18.2 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 22.6% Chronically Absent Declined 0.8 456 Students
Two or More Races  No Performance Color 73.3% Chronically Absent Increased 9 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Current Data: According to the 2025 Fall Dashboard Data, all student subgroups decreased in the percentage of chronic absenteeism. The fall 2025 dashboard reflects the following results: English Language Learners (Emergent Bilinguals) 14.8% chronically absent, Homeless subgroup 35.8% chronically absent, students with disabilities subgroup 17.7% chronically absent, and socioeconomically disadvantaged subgroup 24.1% chronically.
2. Trends: Overall, all subgroups are trending positively declining their percentage of chronically absent students in each subgroup.
3. Next Steps: To address attendance, our next steps include a systematic approach to oversee strategic interventions, such as sending our SEOC to specialized trainings and developing a targeted list of students for direct support. This initiative will involve a team of educational partners—including the classroom teacher, support providers if applicable, SEOC, counselor, and program specialist—to provide multi-tiered interventions and social-emotional monitoring for both the student and the family unit. By reviewing and progress monitoring attendance data, we aim to address the impact of chronic absenteeism through strategic programs that support the well-being of our students and their families.

School and Student Performance Data

Conditions & Climate Suspension Rate

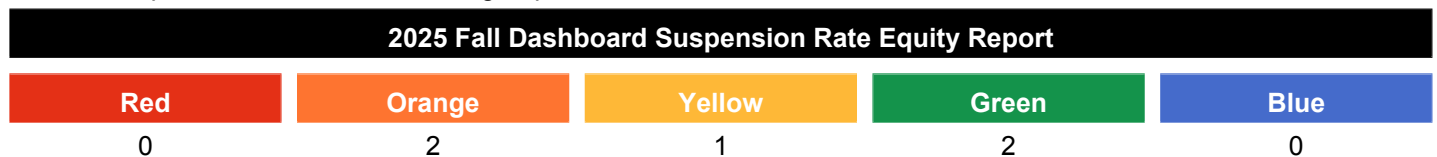
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 0.9% suspended at least one day Increased 0.5% 529 Students	 Green 0.4% suspended at least one day Increased 0.4% 227 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 Orange 2.4% suspended at least one day Increased 2.4% 82 Students	 Green 0.8% suspended at least one day Maintained 0.2% 504 Students

Students with Disabilities  Orange 2.5% suspended at least one day Increased 2.5% 80 Students	African American  No Performance Color 0% suspended at least one day Declined 3.3% 21 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 0.6% suspended at least one day Increased 0.3% 464 Students
Two or More Races  No Performance Color 6.7% suspended at least one day Increased 6.7% 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Baseline Data: Fall 2025 reflects a slight increase in suspension as reflected by green on the dashboard and an increase of 0.5%.
2. Trend: Office discipline referrals submitted by teachers demonstrate a need for continued progressions of PBIS interventions and schoolwide systems of additional social emotional support. This year in particular there is a high social emotional need in current 2nd graders.
3. Next Step: To address suspension data and behavioral needs, our next steps include utilizing the updated TFI (Tiered Fidelity Inventory) to ensure the development of a robust and sustainable tiered system. This year, we are going through the application process for the first time. This year, we began to build Tier 1 understanding in the primary grades and have begun bridging these practices into our after-school programs. We will continue to strengthen our PBIS framework through collaboration with educational partners and mental health organizations, while implementing interventions and supports. Furthermore, we will continue our established work in social emotional signature practices for all students across grade levels.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Develop critical competencies in ELA, math and language proficiency

Develop critical competencies in ELA, math and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Develop critical competencies in ELA, math and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

Identified Need

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

ENGLISH LANGUAGE ARTS AND LANGUAGE PROFICIENCY:

The 2023-2024 English Language Arts (ELA) data establishes baseline information as we implement new instructional supports. English Language Arts Distance from Met Data indicates the following Grade 3, students moved further away from standard by 19 points. In 4th grades, students grew moving closer to standard by 8 points and in grade 5, students moved further away from standard by 22 points

Our education partners agree with the school's narrowed focus on reading this for 2024-2025, recognizing its impact across grade levels. A review of current data demonstrates a continued needed focus in the area of reading. A focus will be placed on continuing, strengthening, and ensuring coherence across grade levels both at the team level and vertically.

Strengths contributing to success include Heggerty Phonemic Awareness program from Kindergarten through second grade, Heggerty Bridge the Gap in 3-5 instructional coaching across grade levels, focused efforts in Tier 1, focused efforts in Tier 2, and the addition of a learning coach focused on intervention in 3rd- 5th grade. These initiatives have boosted literacy but also highlight a need for continued focus on foundational reading and rigor across a grade spans.

A key challenge is the disconnect between classroom instruction and standardized assessments across grades, as classroom growth across site measures don't consistently reflect in CAASPP results. Fall 2024 Dashboard data reveals that while reclassified students scored 22.6 points above standard, English Language Learners (Emergent Bilinguals) scored 76.1 points below, socioeconomically disadvantaged students 69.2 points below, students with disabilities 138.3 points below, and homeless students 107 points below.

To address these gaps, we will continue to implement weekly PLT protocols to monitor data closely and making timely instructional adjustments. Professional learning teams will review and refine schoolwide ELA priorities, focusing on the science of reading and essential standards for Tier 1, Tier 2, and Tier 3 instruction. Reclassification efforts will expand, as reclassified students show improved ELA performance, and Designated English Language Development. Through structured data analysis, targeted coaching, and foundational skills development, we aim to close gaps and enhance ELA outcomes for all students and subgroups. Next year, we will also be in year one of our ELA work which is focused on high frequency words in K-2 and Fluency K-5. We will also be in our second year of using amplify K-5. Along with growing our Dual Immersion Spanish single cohort from kindergarten to 1st grade. Monitoring that data will also become an essential component of ensuring instructional choices are having its intended outcome on all students.

MATHEMATICS:

Our school's 2023-2024 data will serve as baseline information as we monitor the impact of continued instructional supports and programs launched in Fall 2024. A closer look at mathematics performance reveals that students are generally moving further from meeting CAASPP standards, with the most significant drop in grade 5, where students' scores fell by 30 points. Grade 3 also saw a decline, with students moving 3 points further from the standard. In contrast, fourth grade showed progress, moving 14 points closer to meeting the standard.

Overall, the increase in distance from standard across most grades signals a need for deeper analysis of Tier 1 and Tier 2 mathematics instruction. Continued professional development and emphasis on effective practices for Professional Learning Teams (PLTs) will be essential, particularly around core math instruction. To strengthen instructional impact, we are incorporating protected mathematics professional learning time (PLT) during the school day as a protected time for teams to collaborate around Cognitively Guided Instruction (CGI), unpacking standards, standard aligned resources, and using multiple calibrated assessments throughout the school year to track mastery.

In examining subgroup performance, data from the Fall 2024 Dashboard shows that certain groups are particularly vulnerable, with English Language Learners scoring 65.3 points below standard, socioeconomically disadvantaged students at 62.5 points below, students with disabilities at 118.4 points below, and homeless students at 72.3 points below. English-only students were the only subgroup that maintained performance, while reclassified students scored 12.5 points above standard—significantly higher than their current English Language Learner/Emergent Bilingual peers.

Through strategic planning, continued use of CGI, and effective PLT collaboration, we aim to ensure all students, particularly those in underperforming subgroups, progress toward standard. Actions this year we had 1st and 4th grade be part of the math adoption pilot, next year Gilbert along with our district will be launching our first year in our adoption for Math.

Note: To maintain continuity the current goals, actions, and strategies will remain in effect, unless the SSC has voted to make modifications.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP - Distance from Standard Source: CERS, BPSD Data slides (July 2025) *Note: Numbers may differ slightly from summer reporting to December Dashboard as current numbers reflect 97-99% reporting.	Gilbert's goals were identified based on the following data: 23-24 CAASPP ELA Baseline: Actual Outcome Distance from Standard Data: 3rd: -83 pts 4th: -74 pts 5th: -62 pts 24-25 CAASPP ELA - Minimum of 5 pts improvement DFS was Expected Outcome Actual Outcome Distance from Standard Data: 3rd: -68 pts (Met expected outcome) 4th: -73 pts (Did not meet expected outcome) 5th: -52 pts (Met expected outcome)	Expected Outcomes 25-26 CAASPP ELA - Minimum of 5 pts improvement DFS Distance from Standard Data: 3rd: -63 pts 4th: -68 pts 5th: -47 pts
iReady - ELA for Grades 3-5 Source: i-Ready	Gilbert's goals were identified based on the following 2024 D3 Spring iReady data: BASELINE 3rd Grade One or Above Grade Level 47% One Grade Level Below 23% Two or More Grade Levels Below 30% 4th Grade One or Above Grade Level 28% One Grade Level Below 40% Two or More Grade Levels Below 32% 5th Grade One or Above Grade Level 24% One Grade Level Below 17% Two or More Grade Levels Below 58% ACTUAL PROGRESS 2025 D3 iREADY 3rd Grade One or Above Grade Level 51% Met One Grade Level Below 24% Two or More Grade Levels Below 27% Not Met 4th Grade One or Above Grade Level 24% Not Met One Grade Level Below 50% Two or More Grade Levels Below 36% Not Met	Expected Outcomes 26-27 iReady ELA Site Goals for 3-5 grade: By May 2027, minimum of 5% growth in students on or above grade level and a decline in of students two ore more grade levels below by 5%

	5th Grade One or Above Grade Level 27% Not Met One Grade Level Below 34% Two or More Grade Levels Below 50% Met	
iReady ELA for Grades K-2	Gilbert's goals were identified based on the following 2024 D3 Spring iReady data: BASELINE Kindergarten One or Above Grade Level 65% One Grade Level Below 35% Two or More Grade Levels Below 0% 1st Grade One or Above Grade Level 47% One Grade Level Below 49% Two or More Grade Levels Below 4% 2nd Grade One or Above Grade Level 37% One Grade Level Below 44% Two or More Grade Levels Below 19% ACTUAL PROGRESS 2025 Spring D3 Kindergarten One or Above Grade Level 60% Not Met One Grade Level Below 40% Not Met Two or More Grade Levels Below 0% 1st Grade One or Above Grade Level 44% Not Met One Grade Level Below 53% Not Met Two or More Grade Levels Below 3% N/A 2nd Grade One or Above Grade Level 53% Met One Grade Level Below 28% Met Two or More Grade Levels Below 20% Not Met	Expected Outcome 26-27 iReady Site Goal for K-2 grade students: By May 2027, Minimum of 5% growth in students on or above grade level and a decline in of students one or more grade levels below by 5%
Mathematics CAASPP- Distance from Standard Source: CERS, BPSD Data slides (July 2025) *Note: Numbers may differ slightly from summer reporting to December Dashboard as current numbers reflect 97-99% reporting.	Gilbert's goals were identified based on the following data: BASELINE Distance from Standard Data: 3rd: -51 pts 4th: -55 pts 5th: -82 pts 24-25 CAASPP Mathematics - Minimum of 5% growth and 5 pts improvement DFS	Expected Outcome 26-27 CAASPP Mathematics - Minimum of 5% growth and 5 pts improvement DFS 3rd: -46 pts 4th: -58 pts 5th: -72 pts

	Distance from Standard Data: 3rd: -54 pts Not Met -3 4th: -68 pts Not Met - 13 5th: -82 pts Not Met +0	
iReady - Mathematics for Grades 3-5 Source: i-Ready	Gilbert's goals were identified based on the following 2024 D3 Spring iReady data: BASELINE 3rd Grade One or Above Grade Level 31% One Grade Level Below 43% Two or More Grade Levels Below 26% 4th Grade One or Above Grade Level 29% One Grade Level Below 39% Two or More Grade Levels Below 32% 5th Grade One or Above Grade Level 19% One Grade Level Below 40% Two or More Grade Levels Below 41% ACTUAL PROGRESS Spring 2025 3rd Grade One or Above Grade Level 30% Not Met One Grade Level Below 54% Two or More Grade Levels Below 16% Met 4th Grade One or Above Grade Level 27% Not Met One Grade Level Below 39% Two or More Grade Levels Below 34% Not Met 5th Grade One or Above Grade Level 26% Met One Grade Level Below 39% Two or More Grade Levels Below 35% Met	Expected Outcome 26-27 iReady Mathematics Site Goals for 3-5 grade: By May 2027, minimum of 5% growth in students on or above grade level and a decline in of students two ore more grade levels below by 5%
iReady Math for Grades K-2 Source: i-Ready	Gilbert's goals were identified based on the following 2024 D3 Spring Mathematics iReady data: BASELINE Kindergarten One or Above Grade Level 46% One Grade Level Below 54% Two or More Grade Levels Below 0% 1st Grade One or Above Grade Level 28% One Grade Level Below 64%	Expected Outcome 26-27 iReady Site Goal for K-2 grade students: By May 2027, Minimum of 5% growth in students on or above grade level and a decline in of students two ore more grade levels below by 5%

	Two or More Grade Levels Below 7% 2nd Grade One or Above Grade Level 32% One Grade Level Below 42% Two or More Grade Levels Below 27% ACTUAL PROGRESS Spring 2025 Kindergarten One or Above Grade Level 44% Not Met One Grade Level Below 61% Two or More Grade Levels Below 0% 1st Grade One or Above Grade Level 30% Not Met One Grade Level Below 59% Met Two or More Grade Levels Below 11% Not Met 2nd Grade One or Above Grade Level 39% Met One Grade Level Below 40% Not Met Two or More Grade Levels Below 21% Met	
EL Reclassification	Gilbert's goals were identified based on the following 2023 Spring ELPAC data: The following are reclassification numbers and percentages for: BASELINE Spring 2023 Kindergarten Well Developed 15% Moderately Developed 25% Somewhat Developed 34% Minimally Developed 23% 1st Grade Well Developed 2% Moderately Developed 43% Somewhat Developed 38% Minimally Developed 15% 2nd Grade Well Developed 7% Moderately Developed 53% Somewhat Developed 26% Minimally Developed 11% 3rd Grade Well Developed 26% Moderately Developed 36% Somewhat Developed 26% Minimally Developed 9% 4th Grade	Expected Outcome Site Goal for English Learners: By Spring of 2027, percentage of students in well developed (4) and moderately developed (3) in grades 2-5 will increase by 5%, similarly percentage of students in moderately developed (3) in grades K-1 will increase by 5%.

	Well Developed 28% Moderately Developed 28% Somewhat Developed 28% Minimally Developed 15%	
	5th Grade Well Developed 35% Moderately Developed 40% Somewhat Developed 16% Minimally Developed 8%	
	Actual Progress Spring 2024	
	Kindergarten Well Developed 12% Moderately Developed 18% Not Met Somewhat Developed 41% Minimally Developed 27%	
	1st Grade Well Developed 6% Moderately Developed 22% Not Met Somewhat Developed 45% Minimally Developed 25%	
	2nd Grade Well Developed 9% Moderately Developed 46% Not Met Somewhat Developed 25% Minimally Developed 18%	
	3rd Grade Well Developed 7% Not Met Moderately Developed 21% Somewhat Developed 53% Minimally Developed 17%	
	4th Grade Well Developed 18% Not Met Moderately Developed 42% Somewhat Developed 21% Minimally Developed 18%	
	5th Grade Well Developed 18% Not Met Moderately Developed 34% Somewhat Developed 26% Minimally Developed 22%	
	Spring 2025	
	Kindergarten Well Developed 9% Moderately Developed 39% Met Somewhat Developed 29% Minimally Developed 21%	
	1st Grade Well Developed 4% Moderately Developed 20% Not Met Somewhat Developed 29%	

	Minimally Developed 45% 2nd Grade Well Developed 19% Met Moderately Developed 35% Somewhat Developed 41% Minimally Developed 3% 3rd Grade Well Developed 5% Not Met Moderately Developed 42% Met Somewhat Developed 34% Minimally Developed 18% 4th Grade Well Developed 0% Not Met Moderately Developed 42% Not Met Somewhat Developed 25% Minimally Developed 32% 5th Grade Well Developed 9% Not Met Moderately Developed 50% Met Somewhat Developed 28% Minimally Developed 12%	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Our School Plan includes a Guiding Coalition, a leadership team of teachers who play a central role in the planning, implementation, and monitoring of school goals. This team supports our overall school priorities, provides meaningful input on initiatives and strategies, and helps align our instructional approach with the BPSD Core Curriculum and Gilbert's work in AVID Elementary. Coalition members are given dedicated planning time to collaborate and apply their learning effectively, ensuring our teaching practices meet state standards across English Language Arts, Math, and Language Development. By utilizing best practices and focusing on consistent, high-quality instruction, we aim to support every student's success in achieving academic growth and meeting grade-level expectations.	All Students	4,500 Title I 1000-1999: Certificated Personnel Salaries Teachers on the Guiding Coalition are compensated hourly for their time for monthly meetings. This support enables them to focus fully on shaping, implementing, and monitoring our school goals, ensuring alignment and coherence with instructional priorities and maximizing student success across grade levels. 3,500 Title I 4000-4999: Books And Supplies The AVID license provides the school with a comprehensive instructional framework and resources to promote schoolwide rigor. It equips teachers with research-based WICOR strategies (Writing, Inquiry,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Collaboration, Organization, and Reading) to foster college and career readiness and ensure high-level, student-centered instruction across all grade levels. 1000-1999: Certificated Personnel Salaries The instructional coach will attend all professional development sessions and provide ongoing support to grade levels/teachers in implementing new learning in both Tier 1 and Tier 2 instruction. By offering targeted coaching and guidance, the instructional coach will help ensure that best practices are effectively integrated into classroom instruction, enhancing student outcomes across all levels. 4000-4999: Books And Supplies The Heggerty curriculum will support the foundational reading pillar of phonemic awareness, implemented as Tier 1 instruction in Grades K-2 and as a Tier 2 intervention in Grades 3-5, ensuring targeted support for developing critical early literacy skills. Purchased 2021
1.2	Our school's approach focuses on administering and analyzing local measures at the site level DRA, BPST, STAR assessments etc.. Teachers will consistently analyze performance data from these local assessments to inform instructional decisions across all tiers of instruction. The instructional and learning coach will support teachers in effectively using STAR and other site-based data to monitor progress, adjust instruction, and ensure targeted support for all students. The coach will assist teachers in interpreting assessment results and setting student-centered goals aligned with individual learning needs. Regular site-level data reviews will help identify trends, triangulate data measures, and ensure instructional goal align to long term outcomes, and effective strategies respond to diverse student needs.	All Students	4,771 Title I 4000-4999: Books And Supplies STAR assessments for grades 2-5 to measure student reading levels. These assessments will provide valuable data to track progress, identify gaps, and inform targeted instruction in English Language Arts. Additional, component include reading goal setting. 6,625 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	The next strategy will emphasize the intentional use of site-level assessment data across all tiers of instruction, particularly supporting English Language Arts instruction at all levels.		1000-1999: Certificated Personnel Salaries Substitute teachers will provide classroom coverage during administration of local assessments and subsequent data analysis sessions. This support enables teachers to thoroughly administer site assessments, engage in collaborative data analysis, and develop targeted instructional supports based on student results, strengthening our school's ability to provide responsive reading instruction aligned with identified student needs. The Heggerty curriculum will support the foundational reading pillar of phonemic awareness, implemented as Tier 1 instruction in Grades K-2 and as a Tier 2 intervention in Grades 3-5, ensuring targeted support for developing critical early literacy skills. Purchased 2021
1.3	add	Targeted Students	
1.4	Our School Plan emphasizes teacher collaborative planning as a result of leadership efforts. Through structured collaboration time during the school day and leadership guidance, teachers work together to align instruction with district priorities and state standards. This collaborative approach enables teachers to share effective strategies, analyze student data, and develop targeted interventions across core subject areas. Leadership provides the framework and resources that empower these teams to implement consistent, high-quality instruction. By fostering this collaborative culture guided by strong leadership, we ensure our instructional practices are cohesive and effectively tailored to meet diverse student needs, supporting every student's academic growth and achievement of grade-level expectations.	All Students	
1.5	Bilingual instructional assistants will support during Tier 1 and Tier 2 instruction, providing additional targeted assistance specifically for English Language Learners/Emergent Bilinguals. These assistants will work in collaboration with classroom teachers to reinforce core content, facilitate language development, and ensure access to	All Students	44,726 Title I 2000-2999: Classified Personnel Salaries Our bilingual instructional aides play a crucial role in supporting Emergent

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	grade-level curriculum. The need exists for both upper grade and primary focused personnel, with ultimate determination of placement to be made through data analysis of student needs. The instructional coach will guide and support these bilingual assistants by providing training on effective instructional strategies, modeling appropriate interventions, and helping them align their support with classroom objectives and student language development needs.		Bilinguals (EBs) throughout the day. They assist students during Designated English Language Development (D-ELD) sessions, providing targeted language support. Additionally, they help with assessments and offer support during classroom instructional time, ensuring that EBs can fully engage with the core curriculum and reach language proficiency goals. Title I 4000-4999: Books And Supplies Allocated to purchase Tier 1, Tier 2, and Tier 3 English Language Arts (ELA) instructional materials as identified by teachers. These resources will support differentiated instruction, addressing the specific needs of students from foundational skills to targeted interventions, ensuring all students have the materials necessary to achieve grade-level proficiency. Cost part of strategy 1.1 \$7,696 1000-1999: Certificated Personnel Salaries The instructional coach will attend all professional development sessions and provide ongoing support to teachers in implementing new learning in both Tier 1 and Tier 2 instruction. By offering targeted coaching and guidance, the instructional coach will help ensure that best practices are effectively integrated into classroom instruction, enhancing student outcomes across all levels.
1.6	The learning coach will provide Tier 3 intervention for 3rd to 5th grade students with gaps in foundational literacy skills, using data from STAR and other local assessments to target specific needs. These interventions will occur four days a		1000-1999: Certificated Personnel Salaries The learning coach will provide Tier 3 intervention for

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	week for 45 minutes, focusing on accelerating student progress based on site-level data analysis.		3rd to 5th grade students with gaps in foundational literacy skills. These interventions will take place four days a week for 45 minutes, focusing on targeted support to address specific areas of need and accelerate student progress. The learning coach will guide teachers in analyzing student data, reviewing student work, and setting targeted goals to strengthen phonics instruction and improve foundational literacy skills for Tier 2 students.
1.7	To address identified learning gaps, the site will implement a multi-tiered system of support. Tier 2 targeted after-school intervention will be provided in two sessions for K-2 students across both English Only and Dual Immersion pathways. These sessions will be led by certificated teachers, ensuring that our youngest learners receive high-quality, evidence-based instruction tailored to their specific foundational needs. As part of the school's improvement plan, after-school tutoring and homework help will be available to students. This program provides additional support outside of regular school hours to assist students with class material and assignments. The goal is to address academic gaps and support student growth by offering focused assistance. Students will have access to targeted help from qualified staff to improve their understanding of subjects and enhance their academic performance.		12,048 Title I 1000-1999: Certificated Personnel Salaries Kindergarten - 2nd grade teachers will provide after school intervention for students with gaps in foundational literacy skills. After-school tutoring and homework help are part of the school's improvement plan. This program offers additional support to help students with assignments and address academic gaps.
1.8	To address identified learning gaps and support our expanding Dual Immersion (DI) program, the site will implement a multi-tiered system of support. A primary expenditure will be dedicated to purchasing specialized intervention materials specifically for the Dual Immersion pathway to ensure this growing program has the necessary resources to achieve high-quality results.		5,000 Title I 4000-4999: Books And Supplies Tier 2 materials will be purchased to support Tier 2 intervention during the school day and during after school intervention specifically for the Spanish Dual Immersion Program.

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Our instructional framework prioritizes a robust multi-tiered system of support, beginning with Tier 1 core instruction through the schoolwide use of Amplify supplemental materials in both primary and upper grades. For Tier 2, teachers utilize strategy groups and 1:1 conferring to provide differentiated support, while our most intensive Tier 3 interventions serve students in grades 3–5 for 45 minutes, four days a week. These efforts are bolstered by our instructional coach, who is currently at capacity serving multiple groups and facilitating weekly PLT meetings focused on the triangulation of data. While current growth patterns vary by grade level, these targeted supports have already led to improvements. Providing a model for the ongoing monitoring and adjustment needed to ensure consistent growth across all grades.

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

Based on teacher roundtable conversations held in the Fall, a consensus was reached to allocate funding for upper-grade assessment days, summer planning toward the overage cost of Amplify supplemental resources. While these funds were initially committed from the site budget, the District Office later purchased the supplemental resources for all schools and reimbursed our site. Following a staff survey to review this update, teachers voted to pivot those reimbursed funds toward increasing intervention time and staffing, as well as purchasing specialized Dual Language Immersion (DLI) intervention materials. This shift directly supports our commitment to adaptive, data-driven resource allocation that meets the evolving needs of our students.

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

To strengthen our Tier 1 core instruction, we have added the AVID Elementary license as a key component to be integrated schoolwide, fostering college readiness and organizational skills for all learners. For Tier 2 and Tier 3 supports, we are increasing funding for after-school tutoring to provide extended learning opportunities for students not meeting standards. Additionally, new funding has been allocated to purchase specialized Tier 2 intervention materials specifically designed for our Dual Language Immersion (DLI) program to ensure our emergent bilinguals have the foundational resources needed in Spanish.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Highly qualified staff

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

Identified Need

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

Several needs have been identified to enhance our ability to deliver high-quality, standards-based instruction that promotes deep cognitive engagement. Internal staff survey data highlighted a critical need for professional development specifically tailored to English Language Arts (ELA) and effective strategies for supporting our Emergent Bilingual (EB) students. While previous training focused on initial curriculum familiarization, teachers have expressed a need for more targeted, high-leverage instructional practices to better serve our diverse learners.

To address this, we must equip teachers with ongoing cyclical, high-quality professional development that empowers them to deliver effective Tier 1 and Tier 2 instruction. This training should prioritize small-group instructional strategies and targeted interventions, with a specific emphasis on the linguistic and academic needs of Emergent Bilinguals and other vulnerable student groups.

This year, we have added specific measures to monitor progress for our EL/EB populations, focusing on the adequacy of academic resources, tiered supports, and social-emotional wellness. Ensuring these strategies are implemented with fidelity is essential to closing achievement gaps and fostering an inclusive learning environment.

Additionally, while we have seen growth in our school cleanliness, there is a continued need to ensure our facilities remain consistently clean and well-maintained. A high-quality physical environment is foundational to a positive school culture, ensuring students feel safe, valued, and ready to engage. These combined efforts—instructional rigor, data-driven professional development, and a supportive environment—will foster a cohesive approach that empowers teachers and enables all students to thrive.

Note: To maintain continuity the current goals, actions, and strategies will remain in effect, unless the SSC has voted to make modifications.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey-Minimum of 3% increase % of parents agree that school facilities and school grounds are kept neat and clean. % of parents agree that school facilities and school grounds are maintained in good repair.	BASELINE 23-24 LCAP Parent Survey: 96.7 % of parents agree that school facilities and school grounds are kept neat and clean. 96.3 % of parents agree that school facilities and school grounds are maintained in good repair. ACTUAL 24-25 LCAP 82.3 % of parents agree that school facilities and school grounds are kept neat and clean. Not Met 93.8 % of parents agree that school facilities and school grounds are maintained in good repair. Not Met ACTUAL 25-26 LCAP - 25 parent surveys 96% of parents agree that school facilities and school grounds are kept neat and clean. Met 96 % of parents agree that school facilities and school grounds are maintained in good repair. Met	Expected outcome: 26-27 LCAP Parent Survey-maintain if percentage is 95% and above or 3% increase if below.
Questions Related to Academic Student Support Source: LCAP Parent Survey	BASELINE 23-24 LCAP Parent Survey 83.3 % of parents agree that adequate academic support are available before, during, and after school ACTUAL 24-25 LCAP 80 % of parents agree that adequate academic support are available before, during, and after school Not Met 25-26 LCAP 96 % of parents agree that adequate academic support are available before, during, and after school Met	Expected outcome: 26-27 LCAP Parent Survey-maintain if percentage is 95% and above or 3% increase if below.
Questions Related to Academic Student Support Source: LCAP Student Survey	BASELINE 23-24 LCAP Student Survey 90.6 % of students agree that adequate academic support are available before, during, and after school ACTUAL 24-25 LCAP 82.6% of students agree that academic student support are available before, during and after school. Not Met	Expected outcome: 26-27 LCAP Student Survey-maintain if percentage is 95% and above or 3% increase if below.

	25-26 LCAP 93% of students agree that academic student support are available before, during and after school. Met	
Questions Related to Professional Learning and Teacher Needs Source: LCAP Staff Survey	BASELINE 23-24 LCAP Staff Survey 63.1% of staff agree the professional learning opportunities to implement the State standards in ELA/ELD that are provided to me has been useful in my practice ACTUAL 24-25 LCAP 24-25 LCAP Staff Spring Survey Outcomes: 93.3% of staff agree the professional learning opportunities to implement the State standards in ELA/ELD that are provided to me has been useful in my practice Met 25-26 LCAP Staff Spring Survey Outcomes: 78% of staff agree the professional learning opportunities to implement the State standards in ELA/ELD that are provided to me has been useful in my practice Not Met	Expected outcome: 26-27 LCAP Staff Survey-maintain if percentage is 95% and above or 3% increase if below.
Professional Development Source: Professional Development Calendar	BASELINE 23-24 PD Data Last year we provided PD concentrated in oral academic language in the area of mathematics. Two professional development sessions/planning times were provided in ELPAC interim assessment ACTUAL 24-25 One professional development session/planning occurred as of April 2025. One more session is scheduled in May 2025. Not Met Goal is to increase professional development in English Language Arts with embedded best practice for emergent bilinguals to 4 PD and ELPAC and reclassification understanding to 3 PD sessions. Not Met for all Grades	24-25 PD Data-increase Goal is to provide cyclical PD that is essential for yearly review of all staff, in addition, to providing targeted supports based on staff need.
Questions Related to Professional Learning and Teacher Needs Source: LCAP Staff Survey	BASELINE 25-26 LCAP Staff Survey I receive adequate opportunities for researched-based professional	Expected outcome: 26-27 LCAP Staff Survey-maintain if percentage is 95% and above or 3% increase if below.

	learning that support EL student achievement. 88% The school provides additional support for EL students to succeed academically. 83%	
Questions Related to Academic Student Support Source: LCAP EL Student Survey	BASELINE 25-26 EL Student Survey I can get academic support when I need it before, during and after school. 86% My school uses books and resources that are interesting to me. 86% My teachers let me speak in the language I speak at home if I am unsure how to say something in English 90% My teachers encourage me to share stories and experiences from my family or culture 80%	Expected outcome: 26-27 LCAP Student Survey-maintain if percentage is 95% and above or 3% increase if below.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue to focus on our facilities consistently being clean and well-maintained to provide an optimal, positive environment where students feel safe and ready to engage. These combined efforts will foster a cohesive instructional approach that empowers teachers and provides students with the support and environment they need to thrive.	All Students	1000-1999: Certificated Personnel Salaries Our custodial team plays a crucial role in maintaining clean and welcoming school grounds, contributing to a safe and positive learning environment. Their ongoing efforts ensure that classrooms, common areas, and outdoor spaces are well-kept, allowing students and staff to focus on teaching and learning in a clean, organized setting 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Timely completion of maintenance work orders is essential for sustaining a safe and functional school environment. Prompt responses to repairs and upkeep requests ensure that facilities remain in top condition, minimizing disruptions and creating a supportive space where students and staff can focus on learning. In addition to monitoring, the timely completion and providing follow up as needed.
2.2	Strategy: Continued awareness and communication around new in-school support systems, particularly Tier 3 interventions provided by the learning coach, who delivers targeted, between-the-bells support for students with significant literacy needs. This strategy will focus on the intentional use of data across all tiers of instruction, emphasizing data-driven decisions to support Tier 3 students in English Language Arts. Clear, consistent communication will ensure parents are informed and involved in the intervention process, fostering a collaborative effort to support student success. Additionally, the instructional coach will provide direct Tier 3 interventions for students in grades 3–5 who have gaps in foundational literacy skills. These sessions, scheduled four days a week for 45 minutes each, will deliver focused support in key literacy areas to accelerate student progress. This integrated approach of data use, coaching support, and targeted intervention will ensure that all students receive the tailored support they need to succeed.	All Students	1000-1999: Certificated Personnel Salaries The learning coach will provide Tier 3 intervention for 3rd to 5th grade students with gaps in foundational literacy skills. These interventions will take place four days a week for 45 minutes, focusing on targeted support to address specific areas of need and accelerate student progress. The learning coach will guide teachers in analyzing student data, reviewing student work, and setting targeted goals to strengthen phonics instruction and improve foundational literacy skills for Tier 2 students. District Funded
2.3	Continued implementation and support for professional development both at the site and district level with a focus on the Science of Reading, reclassification processes, and best practices for supporting Emergent Bilinguals. Training will emphasize vocabulary building strategies for both Emergent Bilinguals and all students, ensuring that teachers have the tools to effectively support language development across all grade levels. In addition, the leadership team will interweave intentional lines of delineation through AVID. This professional development will equip educators with the knowledge and strategies to strengthen foundational literacy skills, enhance reclassification efforts, and implement research-based practices for language acquisition that benefit all learners.	All Students	1000-1999: Certificated Personnel Salaries The instructional coach will attend all professional development sessions and provide ongoing support to teachers in implementing new learning in both Tier 1 and Tier 2 instruction. By offering targeted coaching and guidance, the instructional coach will help ensure that best practices are effectively integrated into classroom instruction, enhancing student

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			outcomes across all levels. Cost allocated in Goal #1 Strategy 1.1 - District funded
2.20			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Overall, the site successfully met its objectives across multiple metrics within Goal 2. Significant progress was noted in campus cleanliness and maintenance, alongside positive perception data from all educational partners regarding the availability and accessibility of student interventions. These results reflect a strong collaborative effort to maintain a high-quality learning environment and a transparent support system for our students.

Areas for Growth and Context:

The only metric that showed a decline was the area of adequate professional development, which experienced a sharp decrease in positive perception. This trend can be attributed to the specific instructional focus of the current year. While the school remained committed to Social-Emotional Learning (SEL) and data-driven instruction, a significant portion of the professional learning and staff meetings were dedicated to the areas above.

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

No major differences have occurred between the intended implementation and budgeted expenditures for the areas identified above, including our school facilities and the Tier 3 reading intervention program. Funding for the initiatives mentioned above is sustained either through alternative budget sources or maintained at zero cost as it pertains to schoolwide communication efforts.

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

Although preliminary iReady data shows positive impact from our Tier 3 reading interventions, further analysis will be needed in the upcoming school year to determine long-term effectiveness and potential adjustments. We will continue monitoring progress and refining our approach to ensure optimal support for students with significant reading gaps.

Due to the steep decline in percentage of teachers agreeing the professional learning opportunities to implement the State standards in ELA/ELD that are provided to me has been useful in my practice. Gilbert School will consult with both teacher and guiding coalition regarding profession development needs in this specific content area.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Impactful instruction of core subjects and expand college and career pathway programs

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

Identified Need

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

Based on our analysis of LCAP data, there is already clear evidence of growth across all educational partners in building a welcoming environment and growing awareness of AVID. At the classroom level, this is being cultivated through AVID-aligned strategies such as intentional academic language, student-focused note-taking, goal setting, and the consistent use of agendas, among others. As these practices vary by classroom to meet specific student needs, they provide a flexible yet firm foundation for student agency and family involvement. We have also strengthened our site-level culture by entering our second year of university field trips, evolving our student recognition to include Growth Mindset awards, and utilizing Open House to share AVID's 3 Signature Practices with our community.

To build on this momentum, we are adding AVID in intentional places in our school plan including goal 1. This transition will be supported by the addition of 3rd–5th grade student data to our monitoring process, allowing us to measure the impact of these readiness areas and plan for even deeper expansion in the following year. Furthermore, to address student outcomes in core subjects, we are prioritizing science instruction, strengthening its integration into the daily curriculum to ensure all students receive high-quality, standards-aligned instruction. These shifts ensure that our college and career pathways are not just supplemental events, but will be woven into the academic fabric of our school.

Note: To maintain continuity the current goals, actions, and strategies will remain in effect, unless the SSC has voted to make modifications.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Questions Related to Parent Engagement Source: LCAP Parent Survey	BASELINE 23-24 LCAP Parent Survey 87.5% Parents feel they are provided adequate information on Passion program (STEM, VAPA, AVID, IB, etc.) to help them understand what their child is learning in school. ACTUAL 24-25 LCAP 80% Parents feel they are provided adequate information on Passion program (STEM, VAPA, AVID, IB, etc.) to help them understand what their child is learning in school. Not Met 25-26 LCAP 88% Parents feel they are provided adequate information on Passion program (STEM, VAPA, AVID, IB, etc.) to help them understand what their child is learning in school. Met	Expected outcome: 26-27 LCAP Parent Survey-maintain if percentage is 95% and above or 3% increase if below.
Questions Related to Parent Engagement Source: LCAP Parent Survey	BASELINE 23-24 LCAP Parent Survey 92% Parents feel encouraged to attend events related to preparing for college/career readiness. ACTUAL 24-25 LCAP 100% Parents feel encouraged to attend events related to preparing for college/career readiness. Met ACTUAL 25-26 LCAP 96% Parents feel encouraged to attend events related to preparing for college/career readiness. Met	Expected outcome: 26-27 LCAP Parent Survey-maintain if percentage is 95% and above or 3% increase if below
Questions Related to Teacher and Parent Engagement Source: LCAP Staff Survey	BASELINE 23-24 LCAP Staff Survey 71.5% Staff agree that families are provided adequate information on Passion program (STEM, VAPA, AVID, IB, etc.) to help them understand what their child is learning in school. ACTUAL 24-25 LCAP 73.7% Staff agree that families are provided adequate information on Passion program (STEM, VAPA, AVID, IB, etc.) to help them understand what their child is learning in school. Not Met ACTUAL 25-26 LCAP	Expected outcome: 26-27 LCAP Parent Survey-maintain if percentage is 95% and above or 3% increase if below.

	88% Staff agree that families are provided adequate information on Passion program (STEM, VAPA, AVID, IB, etc.) to help them understand what their child is learning in school. Met	
CAST Science (5th grade) Source: Dashboard	BASELINE 23-24 CAST Science 11% standard met 53% standard nearly met 36% standard not met Actual 24-25 CAST Science 5% Standard Exceeded Met 11% standard 53% standard nearly met 30% standard not met	25-26 CAST Science - Minimum of 3% Increase
Questions Related to Student Engagement Source: LCAP Student Survey	Baseline 25-26 LCAP Student Survey The school offers elective classes to help explore interests in future careers (i.e. robotics, agriculture, media, etc.) 83% My school is helping to prepare me for college and/or future career 94%	Expected outcome: 26-27 LCAP Parent Survey-maintain if percentage is 95% and above or 3% increase if below.
Questions Related to Student Engagement Source: LCAP EL Student Survey	Baseline 25-26 LCAP Student Survey The school offers elective classes to help explore interests in future careers (i.e. robotics, agriculture, media, etc.) 82% My school is helping to prepare me for college and/or future career 91%	Expected outcome: 26-27 LCAP Parent Survey-maintain if percentage is 95% and above or 3% increase if below.
Elementary Coaching and Certification Instrument (CCI)	Baseline CCI 2024-2025 AVID Schoolwide Leadership - Representation Governance Emerging AVID Schoolwide S- SLT (guiding coalition), AVID Site Team, and principal collaboratively make decisions that promote college and career readiness and high expectations of students	Expected outcome 26-27 Sustaining AVID Schoolwide - SLT (guiding coalition), AVID Site Team, and principal collaboratively make decisions that promote college and career readiness and high expectations of students AND have a clear and concise progress in place to sustain a strong collaborative team over time and through staff transitions
Elementary Coaching and Certification Instrument (CCI)	Baseline CCI 2024-2025 AVID Schoolwide Culture - Community Activities	Expected outcome 26-27 AVID Schoolwide Culture - Community Activities

	Ensures AVID Elementary students and their families participate in workshops offered by the school such as enrichment activities, community service, service learning, and college/career exploration.	Ensures at least 50% AVID Elementary students and their families participate in workshops offered by the school such as enrichment activities, community service, service learning, and college/career exploration.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Committees for ELAC and SSC will provide input on the SPSA including student programs, parent supports, and school-wide activities. ELAC and SSC will be held to update parents on school-wide progress being made toward goals.	All Students	None Specified SSC and ELAC meeting to learn about the AVID program and its role in supporting college and career readiness, helping students develop key skills for future success and provide input on next steps.
3.2	We will create yearly events focused on AVID and college and career readiness, such as kickoffs, workshops, and career exploration days. These events will engage families through informative sessions, student showcases, and hands-on activities.	All Students	None Specified The guiding coalition and AVID Site Team will support and oversee the implementation of the AVID program, ensuring alignment with school goals and sustained success. This team will collaborate on strategies, monitor progress, and provide ongoing support to staff, ensuring AVID practices are effectively integrated into the school culture.
3.3	The school will monitor the implementation of the TWIG science curriculum through monthly informal walkthroughs and progress check ins during expanded PLT, providing support to classroom teachers as needed. Adoption of TWIG occurred the year after COVID, and ongoing efforts will focus on ensuring effective use of the curriculum to address science instructional needs.	All Students	None Specified
3.22			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Based on our analysis, we are transitioning from building awareness to ensuring instructional coherence. Evidence shows positive growth across several initiatives, including our second year of university field trips and the evolution of student awards to emphasize a Growth Mindset. At the classroom level, teachers are implementing AVID-aligned strategies such as goal setting, focused note-taking, and the use of agendas, among others; these practices vary by grade level to meet specific student needs while fostering student agency and family involvement.

To deepen this work, we are focusing on creating stronger career pathways and instructional coherence schoolwide. This year, teachers were provided the opportunity to visit AVID Showcase schools, an experience that has proven invaluable for professional growth. Based on staff feedback and requests, we will prioritize these visitation opportunities earlier in the upcoming school year to allow for more immediate implementation of best practices. Furthermore, we will begin collecting 3rd–5th grade student data to monitor the impact of these pathways and guide our continued expansion of AVID and core science instruction.

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

Although there were no major budget implications a large difference in this year was that we did not do the college panel for students.

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

To ensure consistent engagement, we will establish an annual calendar of schoolwide events, providing students and families with predictable, recurring opportunities for college and career exploration. We are also committed to intentionally increasing parent awareness by integrating readiness topics into existing workshops and routine communication channels.

Based on teacher feedback, we are prioritizing AVID Showcase school visits earlier in the academic year to allow for more immediate instructional impact; these visits and subsequent best practices will now become an integral part of our Professional Learning Teams (PLTs). Finally, we are refining our progress monitoring by incorporating 3rd–5th grade student data to measure growth within these pathways and ensure long-term instructional coherence.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Emotional engagement and connectedness

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

Identified Need

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

Based on a review of data, the area requiring improvement is chronic absenteeism, specifically for students with 10 or more absences. While we have seen broad improvements across various student groups, a performance gap remains in reaching our goal of consistent, schoolwide attendance. To address this, we need to increase our collaborative efforts through a more robust support team that provides targeted interventions for our most vulnerable students.

Furthermore, LCAP survey data and feedback from ELAC and SSC highlight an increasing need for mental health awareness and improved perception of access to well-being resources. To bridge this gap, we are expanding our focus on mental health support and building a deeper understanding of holistic well-being for both students and families. These priorities have been officially integrated as goals and data points from LCAP measures. There will be continued efforts in ensuring that our family engagement efforts—which have seen increased participation this year—are now intentionally aligned with the social-emotional and attendance needs identified in our data.

Note: To maintain continuity the current goals will remain in effect, unless the SSC has voted to make modifications.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate Source Fall Dashboard Data	BASELINE The fall 2023 dashboard reflects the following chronic absenteeism results: Overall: 28.2% Chronically Absent English Language Learners (Emergent Bilinguals) 21.4% chronically absent, Homeless subgroup 30.5% chronically absent Socioeconomically disadvantaged subgroup 28.6% chronically. African American students 40.7% chronically absent. ACTUAL 2024 DASHBOARD Overall: 24.5% Chronically Absent (YELLOW) Met English Language Learners (Emergent Bilinguals) 16.9% Met chronically absent, Homeless subgroup 42.2% Not Met chronically absent (RED) Socioeconomically disadvantaged subgroup 25.3% Met chronically. African American students 46.4% Not Met chronically absent. Students with Disabilities 23.6% Met (RED) ACTUAL 2025 DASHBOARD Overall: 24% Chronically Absent (YELLOW) Not Met English Language Learners (Emergent Bilinguals) 14.8% Not Met chronically absent, Homeless subgroup 35.8% Met chronically absent (RED) Socioeconomically disadvantaged subgroup 24.1% Not Met chronically. African American students 35% Met chronically absent. Students with Disabilities 17.7% Met (RED)	Expected Outcome-Minimum of 3% improvement Actual Outcome: The 2026 Dashboard reflects the following chronic absenteeism results:
Suspension rate Source: Fall Dashboard Data	BASELINE The fall 2023 dashboard reflects the following suspension results: Overall: Blue Each year for the past three years there has been a maximum of 3 suspensions per school year this is reflected in the blue indicator for all subgroups. This is a significant	Expected Outcome: Maintain Green or Blue on Dashboard in the area of Suspension Overall

	decrease from 2016-17 when 24 student suspensions were recorded. ACTUAL 2024 DASHBOARD Overall: Green 0.5% ACTUAL 2025 DASHBOARD Overall: Yellow 0.9% Not Met	
Questions Related to Teacher and Parent Engagement Source: LCAP Staff Survey	BASELINE 23-24 LCAP Staff Survey 86.3% of staff agree the school builds strong partnerships with families and informs them of ways I can be involved at school ACTUAL 2024-2025 Actual Outcome: 24/25 LCAP Survey: 89.5% agree with the statement, "This school builds strong partnerships with families and informs them of ways I can be involved at school." Actual Outcome: 25/26 LCAP Survey: 96% agree with the statement, "This school builds strong partnerships with families and informs them of ways I can be involved at school." Met	Expected outcome: 26-27 LCAP Staff Survey - Maintain 95% or Minimum of 3% increase
Questions Related to Student Engagement and Social Emotional Support Source: LCAP Student Survey	BASELINE 25-26 LCAP Student Survey 74% People at this school are respectful to others 90% I am happy to be at this school	Expected outcome: 26-27 LCAP Staff Survey - Maintain 95% or Minimum of 3% increase
Questions Related to Student Engagement and Social Emotional Support Source: LCAP Parent Survey	BASELINE 25-26 LCAP Parent Survey 89 % I know where to go at the school for help if my child is struggling with mental health issues. 89% My child/children can get the help they need if they are struggling with behavior issues.	Expected outcome: 26-27 LCAP Staff Survey - Maintain 95% or Minimum of 3% increase
Questions Related to Student Engagement and SEL Source: LCAP Student Survey	BASELINE 23-24 LCAP Student Survey	Expected outcome: 26-27 LCAP Staff Survey - Maintain 95% or Minimum of 3% increase

	81.7 % of students agree they feel they are part of a peer group at school ACTUAL: 24/25 LCAP Student Survey: 85% of students agree they feel they are part of a peer group at school ACTUAL: 24/25 LCAP Student Survey: 85% of students agree they feel they are part of a peer group at school	
BASELINE 25-26 LCAP Student Survey	BASELINE 25-26 LCAP Student Survey 83% I can talk with a counselor about my feelings when I need it 88% I know where to go for help if I'm struggling with having a hard time at school	Expected outcome: 26-27 LCAP Staff Survey - Maintain 95% or Minimum of 3% increase

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	An attendance team was created comprised of our SEOC, counselor, and program specialist to oversee and create strategic interventions/programs to support absenteeism for all grade levels. Chronic absenteeism continues to impact student learning for a small percentage of our students and needs to be addressed through an implement multi-tiered interventions and support and active monitoring for students and the family as a unit.	All Students	2000-2999: Classified Personnel Salaries Classified SEOC staff member dedicated to improving attendance through consistent monitoring, tracking, and outreach. This role includes responsibilities such as making attendance calls, following up with families, and providing targeted support to reduce chronic absenteeism and improve student engagement. 1000-1999: Certificated Personnel Salaries Counselor and health clerk part of attendance team dedicated to improving attendance through monitoring, outreach, and family follow-ups to reduce chronic absenteeism

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1000-1999: Certificated Personnel Salaries Program Specialist part of attendance team dedicated to improving attendance through monitoring, outreach, and family follow-ups to reduce chronic absenteeism
4.2	To strengthen family connectedness, ELAC and PTA will play a central role in discussions, planning, and monitoring of family involvement efforts. By engaging these groups in a meaningful way, the school will gather valuable input from diverse family and educational partners, ensuring that initiatives are inclusive and responsive to our community's needs. This collaborative approach will support the design and implementation of activities that foster stronger family-school relationships and increase participation in events that contribute to student success and a positive school environment. Additional staff members should occasionally attend ELAC to provide updates and also hear directly from parents such as SEOC and Community Schools Program Specialists.	All Students	The English Language Advisory Committee meets 5-8 times per year to discuss matters pertaining to students learning English as their second language. This group advises the principal and SSC on the specific needs of English Learners. Gilbert's PTA supports the school through organizing various activities, functions, and fundraisers. It offers a way for parents to volunteer their time and energy on behalf of the school and provides a valuable source of feedback to school administration about the climate and needs of the community.
4.3	In collaboration with educational partners, we are hosting student-centered assemblies and parent workshops focused on mental wellness to address identified gaps in well-being and attendance. To provide direct assistance, allocated funds will supply customized wellness kits for students on a case-by-case basis.	All Students	422 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Family at home mental health/behavior kits for families to keep at home. 1,000 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures parent workshop and assembly
4.4	Additional bilingual Instructional Assistants hours will be available at key points throughout the year to serve as trusted adults, fostering the emotional	English Language Learners	500 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	connectedness and linguistic support necessary to improve student engagement, attendance, and success.		2000-2999: Classified Personnel Salaries
4.5	To ensure a high-quality learning environment for all students, the PBIS Committee will meet monthly to analyze behavioral and attendance data, ensuring school-wide expectations and interventions remain culturally responsive and consistently implemented. By anchoring these efforts in a supportive school climate, the committee will ensure that every student has access to an environment that is conducive to both social-emotional well-being and academic success.	All Students	2500 Title I 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Regarding the implementation and effectiveness of Goal #4, which focuses on fostering connectedness and safe, culturally responsive environments, our efforts have yielded positive growth. Our attendance data shows steady incremental progress, while the chronic absenteeism rate improved only slightly overall, there was improvement across all student groups. Additionally, we are monitoring overall attendance on a month-by-month which overall has shown improvement.

In terms of connectedness, family engagement has expanded substantially this school year. Through the collaborative efforts of the PTA, our Community of Schools, ELAC, and various site-based events, we have seen increased participation and smoother execution of activities. This heightened involvement from families and the community indicates a stronger sense of belonging and a more responsive school environment, which serves as a critical foundation for improving long-term student attendance and emotional engagement.

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

The major changes between the intended implementation and budgeted expenditures focused on funds being used for family engagement, but not through a family math night. A primary impact that affected this area was not having the UCI doctoral student lead a separate committee of parents and teachers in year long active learning and planning in this area.

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

For the upcoming year, we are refining our approach to Goal #4 by shifting toward a more data-driven and student-centered model. We will identify a specific target group of students with ten or more absences for intensive progress monitoring and individualized intervention by our support team. To ensure a more holistic view of our impact, we are adding new student-perspective data points and LCAP measures that were not previously captured, allowing us to track growth in mental wellness and school connectedness directly from the student's point of view. Additionally, we are integrating the work of our PBIS Committee, which will meet monthly to analyze behavior and attendance data. This team will refine our positive reinforcement systems and restorative practices to ensure a culturally responsive learning environment that strengthens the sense of safety and belonging for all students, families, and staff.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$88,645
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$85,592.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$84,170.00
Title I Part A: Parent Involvement	\$1,422.00

Subtotal of additional federal funds included for this school: \$85,592.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$85,592.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	84,170	0.00
Title I Part A: Parent Involvement	1,422	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	84,170.00
Title I Part A: Parent Involvement	1,422.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,673.00
2000-2999: Classified Personnel Salaries	45,226.00
4000-4999: Books And Supplies	13,693.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	25,673.00
2000-2999: Classified Personnel Salaries	Title I	45,226.00
4000-4999: Books And Supplies	Title I	13,271.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	422.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,170.00
Goal 4	4,422.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/11/25.

Attested:



Principal, Leslie Chavez on 4/14/25



SSC Chairperson, Juana Mejia on 4/14/25