Gibson Elementary

10621666006266

Principal's Name: Antonio Sanchez

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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School Report Card	Needs Assessment
Action Plan	Action designed to meet the needs and accomplish the goals
Budget	Allocations and planned expenditures

District Goals

The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.

1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.
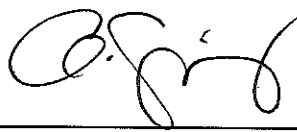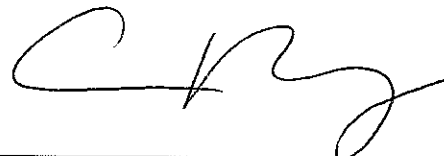
Consolidated Program Assurances

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

Gibson School Site Council

School Site Council List	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Member Name					
1. Principal - Antonio Sanchez	X				
2. Chairperson - Angie Parnagian					X
3. Micaela Garcia		X			
4. Elizabeth Borchardt		X			
5. Alice Turner		X			
6. Khue Her			X		
7. Jill Morrison					X
8. Nicole Baker					X
9. Catherine Peters					X
10. Kim Deslauriers					X
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ **ELAC reviewed the SPSA as a school advisory committee.**
☐ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Antonio Sanchez		3/15/17
SSC Chairperson	Angie Parnagian		3/15/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Gibson - 0200

ON-SITE ALLOCATION

3010	Title I	$21,023
7090	LCFF Supplemental & Concentration	$88,321
7091	LCFF for English Learners	$4,953

TOTAL 2017/18 ON-SITE ALLOCATION   **$114,297**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$437
Remaining Title I funds are at the discretion of the School Site Council	$20,586
Total Title I Allocation	$21,023

2017 - 2018 SPSA Needs Assessment

SCHOOL : Gibson ▼ [Select]   [Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	6/68	N/A[3]	40.29%	48.35%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	9/68	N/A[3]	30.88%	36.76%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	4/66	N/A[3]	49.37%	59.42%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	4/68	0.00%[4]	29.10%	28.81%	21.18%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	3/63	N/A[6]	45.45%	58.90%	4.11%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	5/63	N/A[6]	74.24%	72.60%	12.33%	•LCAP Dashboard - 4PupilAchievement
☐	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	6/67	N/A[7]	N/A[7]	37.75%	48.40%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☐	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	7/67	N/A[8]	N/A[8]	34.80%	42.01%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	23/68	21.74%	18.75%	18.75%	16.67%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	25/68*	53.33%	27.27%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	49/68	44.44%	53.85%	46.15%	20.00%	•LCAP Dashboard - 4PupilAchievement
☐	48	ADA Attendance Rate	13/68	96.21%	95.52%	95.97%	95.58%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	7/69	5.98%	7.54%	6.49%	8.79%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	25/68	N/A[10]	N/A[10]	31.80%	26.32%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	1/69	4.71%	0.00%	0.00%	0.61%	•LCAP Dashboard - 6SchoolClimate

☐	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	17/68	4.71%	0.99%	3.63%	1.43%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
☐	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	28/67	45.29%	91.87%	60.50%	0.20%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	5/68	N/A[13]	N/A[13]	81.10%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	13/69	N/A[13]	N/A[13]	72.63%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	7/68	N/A[13]	N/A[13]	65.61%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	11/68	N/A[13]	N/A[13]	75.54%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year

8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year

9. Updated once we have Annual Report from CDE

10. Ties to official ATLAS reporting starting in '15-16 School Year

11. District level indicator - requiring CDE data submission

12. Project launched in '15-16 School Year

13. Tracking started in '15-16 School Year (Baseline Year)

14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : ○ No ○ Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Gibson Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	48	55	Reading and Beyond

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

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

SMART Goals

By June 2018, we will increase the percentage of students scoring Standards Met or Standards Exceeded on the ELA SBAC by 7%.

SQII Indicator 3165, 6256

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
- Systematic Intervention progress monitoring with student data once per quarter (Quarterly Data Meetings) - Systematic Intervention groups will be adjusted once per quarter based on data - District ELA Interim Assessments, Grades 1-6 - Degrees of Reading Power (DRP), Grades 2-6 - Benchmark Assessment System (BAS)/Fluency, Grades K-1 - AC Common Formative Assessments (2 per unit) and Data Analysis Protocols - Classroom observations, feedback, and reflective conversations (IPG Tool) - SBAC ELA	Principal/TSA/Resource Specialist/Teachers	Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students' needs
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs
- Parent University classes will be offered as on-going parent/student education efforts
- Results of assessments will be shared with parents at SSC and ELAC meetings.

Describe Related Professional Learning:

- Teachers will receive in classroom coaching and instructional support by the TSA for continuous improvement in teaching and student learning (based on need).
- Site Professional Learning around: Effective instruction as defined by the ELA IPG tenets, Response to Intervention (Tiered Levels of Intervention), use of Common Formative Assessments, use of technology to support instruction/assessment, use of *Learning By Doing* and *Making Thinking Visible*, and deepening knowledge of essential learning standards and planning through backwards mapping.
- Support with strengthening the Foundations for Accountable Communities (Focused on responding to student learning needs, based on assessment data).
- AC Instructional Planning (Quarterly Teaching/Assessment Cycles)
- Peer Observations
- Goal Setting/Progress Monitoring Conferences
- ILT members will analyze data, determine needs, plan for action and engage in planning in support of leading their Accountable Community, as well as the school-wide instructional program
-

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- ACs will create and administer CFAs aligned to Essential Learnings (2 per unit)
- All students will receive core reading instruction using the Guaranteed and Viable Curriculum (GVC), focused on reading, writing, listening and speaking, grounded in complex text (tier 1)
- Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate Tier 3 intervention supports
- Students who are performing significantly below grade level (according to established criteria) will receive intensive, remedial reading instruction through the support of the Resource Specialist and Reading and Beyond Tutors (tier 3)
- Instructional materials and resources will be provided for high level of student engagement and access to rigorous content, aligned to state standards
- Students will have access to technology resources that allow for differentiated learning, scaffolding, and enrichment
- Digital Literacy will be increased in alignment with the Technology Scope and Sequence and technology based lessons with the support of TSA

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support
- Materials and resources will be provided to support instruction addressing the academic and literacy needs of English Learners

Gibson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub Teacher	$ 9,000.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts	$ 9,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies	$ 29,878.00
1	1	LCFF: EL	Instruction	Materials & Supplies				EL Materials/Supplies	$ 2,000.00
1	1	LCFF: EL	Instruction	Sub-agreements for Services			Reading and Beyond	Reading & Beyond	$ 2,228.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Reading and Beyond	Reading & Beyond	$ 24,310.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology/Equipment	$ 14,411.00
1	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessors	$ 725.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Equipment/Technology/Repair/Mainenance	$ 500.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	$ 450.00
								Total	$ 92,502.00

Action # 2

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	36	43	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

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

SMART Goals

By June 2018, we will increase the percentage of students scoring Standards Met or Standards Exceeded on the Math SBAC by 7%.

SQII Indicator 3166, 6258

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
- District Math Interim Assessments, Grades 1-6 - AC Common Formative Assessments (1 per chapter) and Data Analysis Protocols - Classroom observations, feedback, and reflective conversations (IPG Tool) - SBAC Math	Principal/TSA/Teachers	Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students' needs
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs
- Parent University classes will be offered as on-going parent/student education efforts
- Results of assessments will be shared with parents at SSC and ELAC meetings.

Describe Related Professional Learning:

- Teachers will receive in classroom coaching and instructional support by the TSA for continuous improvement in teaching and student learning based on need
- Site Professional Learning around: Effective instruction as defined by the Math IPG tenets, Response to Intervention (Tiered Levels of Intervention), use of Common Formative Assessments, use of technology to support instruction/assessment, use of *Learning By Doing* and *Making Thinking Visible*, and deepening knowledge of essential learning standards and planning through backwards mapping
- Support with strengthening the Foundations for Accountable Communities (Focused on responding to student learning needs, based on assessment data)
- AC Instructional Planning (Quarterly Teaching/Assessment Cycles)

- Peer Observations
- Goal Setting/Progress Monitoring Conferences
- ILT members will analyze data, determine needs, plan for action and engage in planning in support of leading their Accountable Community, as well as the school-wide instructional program

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- ACs will calibrate and restructure daily instructional schedules to ensure maximized minutes spent on Math instruction
- ACs will create and administer CFAs aligned to Essential Learnings (1 per chapter)
- ACs will allot time in instructional schedule to develop math fluency, and will determine guidelines, frequency, and measurement that will be utilized (tier 1)
- All students will receive core math instruction using the GVC, focused on mathematical practices, coherence, and rigor (tier 1)
- All students in grades K-6 will receive differentiated math instruction, based on students' assessed math needs (tier 2)
- Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate Tier 3 intervention supports (SPED and GE teachers will participate through sub release)
- All students will receive math instruction with an emphasis on conceptual understanding through the use of concrete materials, pictures, numbers and words.
- Students will have access to technology resources that allow for differentiated learning, scaffolding, and enrichment

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students performing at language acquisition levels 1-3 will receive differentiated math instruction (tier 2) in addition to ELD support
- Materials and resources will be provided to support instruction addressing the academic and literacy needs of English Learners

Action # 3

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	3.63	1.63	Family Foundation Services

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Gibson will implement agreed upon levels of misbehaviors and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.

SMART Goals

By June 2018, we will decrease the out of school suspension incidents per 100 by 2%, as measured by ATLAS suspension rates.

SQII Indicator 843

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
- Monthly Suspension Reports - Weekly Office Referral by Teacher Analysis - SEL Survey - Student Survey (Misbehavior Ratings) - Staff Survey (Discipline and Misbehavior Ratings) - Class Meetings Quarterly Documentation - Student Success Team Behavior Referrals - Student Behavior Support Plans - Family Foundations Counseling Services: Pre & Post Behavior Reports	- Principal - TSA - Teachers - Climate & Culture Team - School Psychologist	Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Proactive parent contact and conferences made by teachers to address behavioral concerns
- Parent contact encouraged with Level 2 misbehaviors and required with Level 3 misbehaviors
- Parents will be invited to Student Success Team meetings to collaboratively develop behavioral/social emotional interventions necessary to support individual students

Describe Related Professional Learning:

- Teachers will receive district/site professional learning opportunities, including: Behavioral interventions/supports for classroom and individual students (Levels of Responses to Misbehavior), Safe & Civil Schools, CHAMPS, Class Meetings, SEL Training, and Second Step Training.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Incentives for student reducing referral percentage (Knight Pride).
- Implement school-wide activities and incentives to promote character development through the pillars of Character Counts (Knight Pride Points/Assemblies).
- All teachers will implement weekly Classroom Meetings and Second Step lessons to support students with conflict resolution, bullying, social skills, and positive classroom and school climate
- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior
- Students will be referred to the Student Success Team (based on criteria) to determine Tier 3 behavioral/social-emotional interventions
- Family Foundations Counseling services will be provided for identified students exhibiting intensive social-emotional needs or exhibiting chronic misbehaviors (Tier 3)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- TSA and Principal will support parents of EL students through verbal and written communications between home and school
- Counseling services will be offered to Foster Students needing transition/social emotional support

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
Gibson Budgeted Expenditures									
3	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Family Foundation Services	Family Foundations Counseling	$ 20,520.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Evaluation Counseling Fee	$ 411.00
								Total	$ 20,931.00

Action # 4

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	85	95	Fun Works

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Gibson will increase student connections with their peers and caring adults at school through engagements in arts, activities, and athletics by implementing Meaningful Work through Student Jobs, elective wheel classes, student clubs, and various other school activities.

SMART Goals

By June 2018, we will increase the number and percentage of unique students who are engaged in any Goal 2 activities (arts, activities, and athletics) to 95%, as measured by ATLAS Student Engagements.

SQII Indicator 2080

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• Student Engagements (Goal 2) Data • Student Job Participant Records • Responses on the School Culture and Climate Student and Parent Surveys	Principal/TSA Teachers Climate & Culture Team	Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be involved with their child's selection of Student Jobs, Elective Wheel courses, and opportunities for arts, activities, and athletics and give permission for students to participate
- Parents will be encouraged to participate in quarterly principal's coffee hour meetings, SSC, parent-teacher conferences, back to school night, awards assemblies, and other school events that include discussions with school staff, informational presentations, and student performances
- Parents will receive a weekly newsletter informing them of school activities, and receive additional information about school events through school newsletters, School Messenger phone calls, and other school communications
- Parents have opportunities to lead or help lead Goal 2 activities

Describe Related Professional Learning:

- Teachers will receive district/site professional learning opportunities, including: Meaningful Work Through Student Jobs and Student Clubs
- Culture & Climate Team planning for school improvement efforts

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students in grades 2-6 will have the opportunity to participate in Meaningful Work through Student Jobs and participate in monthly meetings with their job supervisor for feedback
- All students will have opportunities to participate in school assemblies, presentations, and fieldtrips to foster school participation, interest, and connectedness to school, their community, and future careers
- Students in grades 1-6 will participate in Elective Wheel classes for increased opportunities to engage in arts, activities, and athletics
- Students in grades 4-6 will have opportunities to participate in music classes
- Students in grades 3-6 will be encouraged to participate in after school athletics (3rd & 4th grade students cross country and track only)
- Students will have opportunities to participate in Student Clubs during and after the school day
- All students will receive awards and incentives to encourage participation and attendance in various school activities

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

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

Action # 5

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95.59	97	Fun Works

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Gibson will increase overall student attendance by implementing classroom and individual incentives/rewards to encourage students to come to school on time, every day, holding regular conferences with parents of chronically absent students about the importance of good attendance, and ensuring resources and on-going communication with families

SMART Goals

By June 2018, we will increase our ADA attendance rate from 95.59% to 97% (+1.41%), as measured by ATLAS attendance rates.

SQII Indicator 48

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• ATLAS Attendance Data • School Messenger Log • Sign-In Sheets from Attendance Meetings with Parents	• Principal • TSA • Office Assistant • Child Welfare Attendance Specialist • Climate & Culture Team	Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents are encouraged to attend conferences with principal in an effort to improve their child's attendance and to be informed/connected with community resources
- The Office Assistant will make phone contacts to families of students who are chronically absent to encourage improved attendance
- Parents will be invited to attend quarterly awards ceremonies where students with perfect attendance are recognized
- Parents will receive ongoing school communications about the importance of good attendance

Describe Related Professional Learning:

- Teachers will receive site professional learning on the importance of good attendance, polices/procedures for classroom and individual attendance program, and connecting with families to increase attendance.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Classroom competition for earning perfect attendance, recognized by classroom Perfect Attendance Poster (one letter of the word "Perfect" for each day of classroom attendance), incentive/treat, and morning announcements
- Office Assistant, TSA, and Principal will conduct regular check-ins with identified students, hold attendance conferences, and develop incentive contracts for students with chronic or severely chronic attendance
- Office Assistant, TSA, and Principal will support parents through verbal and written communications between home and school, parent outreach for involvement in meetings and activities, make contact with parents through home visits when necessary, and assist with other related services and resources for parents
- Individual incentives to encourage improved attendance and awards to recognize students with perfect attendance

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

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

Gibson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				Parent Involvement/Supplemental Contract for babysitting/translating	$ 361.00
5	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Parent Involvement	$ 503.00
								Total	$ 864.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0200 Gibson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Subs			Sub Teacher	9,000.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	9,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	29,878.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology/Equipment	14,411.00
1	1	Sup & Conc	Instruction	Subagreements			Reading and Beyond : Reading & Beyond	24,310.00
1	1	Sup & Conc	Instruction	Direct-Maint			Equipment/Technology/Repair/Mainenance	500.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	450.00
1	1	LCFF: EL	Instruction	Mat & Supp			EL Materials/Supplies	2,000.00
1	1	LCFF: EL	Instruction	Subagreements			Reading and Beyond : Reading & Beyond	2,228.00
1	1	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessors	725.00
3	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations Counseling	20,520.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% Evaluation Counseling Fee	411.00
5	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Involvement	503.00
5	2	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Involvement/Supplemental Contract for babysitting/translating	361.00

$114,297.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$21,023.00
Sup & Conc	7090	$88,321.00
LCFF: EL	7091	$4,953.00
Grand Total		$114,297.00

Domain Totals	Budget Totals
Academic	$92,502.00
SEL / Culture & Climate	$21,795.00
Grand Total	$114,297.00

04/12/2017