

Gibson Elementary

10621666006266

Principal's Name: Antonio Sanchez

Principal's Signature:

A handwritten signature in black ink, appearing to read 'A. Sanchez', written over the printed text 'Principal's Signature:'.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Title I SWP

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

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Antonio Sanchez	X				
2. Chairperson - Juana On				X	
3. Secretary – Susan Halvorsen			X		
4. Shannon Weatherly		X			
5. Arthur Ullner		X			
6. Evelyn Dera		X			
7. Heather Tompkins				X	
8. Alicia Garnica				X	
9. Trent Marks				X	
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Gibson Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Antonio Sanchez		03/24/21
SSC Chairperson	Juana On		03/24/21

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Gibson - 0200

ON-SITE ALLOCATION

3010	Title I	\$25,654
7090	LCFF Supplemental & Concentration	\$98,736
7091	LCFF for English Learners	\$3,645
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$11,152</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$139,187

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$762
Remaining Title I funds are at the discretion of the School Site Council	<u>\$24,892</u>
Total Title I Allocation	\$25,654

Gibson Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		58.42 %	2020-2021	65.42 %
I-Ready Math D2 On Level		39.4 %	2020-2021	46.4 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

Teachers received instructional support through job-embedded PL from Vice Principal. PLC's developed common formative assessments focused on essential standards with strategic alignment of curriculum, instruction, and assessments. Grades 3-6 are transitioning from Teacher developed CFAs to using FIABs as common formative assessments. Teams consistently doing so have been able to increase accuracy in monitoring student progress as we move into SBAC.

I-Ready Math D2 On Level

Teachers received instructional support around engagement and the use of digital engagement tools that allow for checking student understanding in real-time. PLC's developed common formative assessments focused on essential standards with strategic alignment of curriculum, instruction, and assessments. Grades 3-6 are transitioning from Teacher developed CFAs to using FIABs as common formative assessments. Teams consistently doing so have been able to increase accuracy in monitoring student progress as we move into SBAC.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready ELA D2 On Level

Based on the Power BI i-Ready reports 2021 reports, African American students, performed on average 24.73 percentage points below the overall school-wide average on the Reading Diagnostic 2. Socioeconomically Disadvantaged students performed on average, 17.27 percentage points below the overall school-wide average on the Reading Diagnostic 2. Alignment between the rigor of standards, instruction and assessments needs to improve. There is a need for improvement in the area of student/teacher/parent relationships. There is a need for a more systematic form of school-wide intervention.

I-Ready Math D2 On Level

Based on the Power BI i-Ready reports 2021 reports, African American students, performed on average 15.33 percentage points below the overall school-wide average on the Math Diagnostic 2. Socioeconomically Disadvantaged students performed on average, 8.63 percentage points below the overall school-wide average on the Math Diagnostic 2. Alignment between the rigor of standards, instruction and assessments needs to improve. There is a need for improvement in the area of student/teacher/parent relationships. There is a need for a more systematic form of school-wide intervention.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We used the majority of Title 1 to fund an onsite counselor through Family Foundations. We paid approximately \$24,500 for two full days of counseling services for our students. Teacher and School Site Council input indicates that with the 2020/2021 year's status of online learning, there will be an increased need for additional Social Emotional Supports in 2021/2022. We will increase the current days to add in a third day of counseling services to ensure that we meet the social emotional needs of all students in the 2021/2022 school year. In addition, Inter-Act Fellows Program will be contracted to provide 3 tutors 5 days a week to support with a reading intervention program for students who are significantly lower performing including English Learner. We will continue to fund a 3 1/2 hour Resource Counseling Assistant with our LCFF funds this year. The cost will be approximately \$17,008. We will also be placing \$6,000 into Technology and/or maintenance of Technology.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Due to 2020/2021 Distance Learning and the uniqueness it presented, 2021/2022 school year goals, actions, and data will continue to look similar to the previous year. Feedback from stakeholders continues to show the same needs. The main shift to funding will be the additional days contracted for counseling services. Data and analysis will continue to be shared with School Site Council and other stakeholders.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School Site Council expressed concerns for the upcoming year Social Emotional needs of students who have been on distance learning for an entire year.

2 ELAC:

N/A

3 Staff:

Teachers provided feedback and input around this year's use of budget. They expressed a need for social emotional supports for staff and students in the form of teacher training and classroom meeting support.

Action 1

Title: English Language Arts - Reading Intervention for K-6

Action Details:

Gibson will ensure that all students receive necessary interventions by sustaining 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Systematic Intervention progress monitoring with student data meetings once per quarter (Quarterly Data Meetings).
- Systematic Intervention groups will be adjusted throughout the year based on student data.
- District ELA I-Ready Assessments, Grades K-6
- Benchmark Assessment System (BAS)/Fluency, Grades K-1
- PLC Common Formative Assessments (1 per unit) and Data Analysis Protocols
- Interim Assessment Blocks (IABs), Grades 3-6
- Focused Interim Assessment Blocks (FIABs), Grades 3-6
- Classroom observations, feedback, and reflective conversations (IPG Tool)
- SBAC ELA

Owner(s):

Principal
Vice Principal
Teachers
Resource Specialist
Teaching Fellows

Timeline:

Ongoing

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

- Contract for three Teaching Fellows out of Fresno State University
- Corrective Reading and Reading Mastery
- PLCs will create and administer CFAs aligned to Essential Learnings (1 per unit).
- PLCs will administer IABs/FIABs and use the results to learn about students' areas of strength and growth for re-teaching and acceleration (grades 3-6).
- All students will receive core reading instruction using the Guaranteed and Viable Curriculum (GVC), focused on reading, writing, listening and speaking, grounded in complex text (Tier 1).
- PLCs will utilize the district's Scope & Sequence, Pacing Guide and Wonders Unit Assessments to identify essential standards and engage in backwards mapping process.
- Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate Tier 3 intervention supports.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning through the CFA process (Tier 2).
- 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 Teaching Fellows (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 Vice Principal.
- PLCs will provide acceleration opportunities to those students needing fewer repetitions to master the learning, and propelling learning deeper into the content.
- Start new Coordination of Services Team meeting in order to figure out what resources we have on campus that students can benefit from prior to holding SST.

Specify enhanced services for EL students:

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- All EL students will receive integrated ELD instruction in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- Supplemental instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language needs of English Learners.
- ELPAC Assessors will be utilized to assist in assessing English Learners.

Specify enhanced services for low-performing student groups:

African American students and Socially Disadvantaged students are demonstrating a need for additional support in learning grade level content standards.

All African American and Socially Disadvantaged students will receive instruction in alignment with and in support of grade level content standards utilizing the Wonders Curriculum.

All African American and Socially Disadvantaged students will receive the following:

Tier 1 - Instructional assurances for all students in the classroom based on grade level curriculum and standards.

Tier 2 - Instructional supports and interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.

Tier 3 - Intensive instructional supports and intervention provided for students one year or more below grade level with the support of Teaching Fellows.

Action 2

Title: Mathematics Intervention K-6

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- District Math I-Ready Diagnostics, Grades K-6
- AC Common Formative Assessments (1 per chapter) and Data Analysis Protocols
- Interim Assessment Blocks (IABs)
- Focused Interim Assessment Blocks (FIABs)
- Classroom observations, feedback, and reflective conversations (IPG Tool)
- SBAC Math

Principal
Vice Principal
Lead Teachers
Resource Specialist

Ongoing

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

- PLCs will plan to spend the majority of mathematics instruction on the more rigorous problems (ThinkSmarter/GoDeeper).
- PLCs will administer CFAs (1 per chapter).
- PLCs will administer IABs/FIABs and use the results to learn about students' areas of strength and growth for re-teaching and acceleration (grade 3-6).
- PLCs 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).
- PLCs will use the math quarterly planners when planning instruction.
- PLCs will plan extra problems/performance tasks for students exceeding grade level standards.
- Identified students (based on established criteria) will be referred to the Student Success Team to determine appropriate 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.
- Supplemental contracts for teachers providing after school math intervention (Extended Library Fund).
- Start new Coordination of Services Team meeting in order to figure out what resources we have on campus that students can benefit from prior to holding SST.

- 5th and 6th Grade classroom teachers will have the opportunity to participate in the Math Lesson Design program. Math Lesson Design professional learning provided by math specialists in the Fresno Unified, Curriculum and Development Department.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0200 Gibson Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement to support student success. ** NO FOOD OR INCENTIVES **	850.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2 Basic materials & Supplies in support of student learning.	12,516.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Also used to support G1A2.	5,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : School-wide reading intervention (split 7091)	29,493.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair equipment used to support student learning.	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for English Learners state assessment	700.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : School-wide Reading Intervention (split 7090)	2,945.00
G1A1	One-Time School	Instruction	Mat & Supp			: Basic materials and supplies in support of student learning.	11,152.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			This Action also applies to G1A1. Planning days, SST's, Kinder assessment, and COST meeting sub release days.	10,540.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Also applies to G1A1. Tutoring contracts to support intervention.	3,593.00
G1A2	Sup & Conc	Instruction	Direct-Graph			To support supplemental printed materials.	500.00

\$78,289.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	98 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Goal 2 field trips such as virtual sixth-grade camp, virtual zoo, and others provided by the Goal 2 Department were experienced by students.

Gibson also offered a variety of virtual activities for multiple grade levels:

- Minecraft
- Ukulele Club
- Virtual Family Dance
- Paint Knight
- Knight Pride Virtual Assemblies
- Virtual Spelling Bee
- Choir
- Band
- Peach Blossom

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience - Site Defined

Due to school closure, in-person student activities were not able to happen. However, in order to support students, we were able to provide opportunities to participate in a variety of virtual activities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All in-person field trips, sports, and in-person clubs were cancelled this year due to COVID-19 restrictions from the state government. Funds were transferred to support distance learning and virtual field trips, clubs, and

experiences for students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Implementation of New Goal for 2021-2022 School Year:

- Students will participate in district funded field trips promoting career awareness such as Chef's Academy, Bit-Wise, College Campuses amongst others.
- All students in grades 2-6 will have opportunity to participate in school related student jobs in which they will have monthly meetings with their job supervisor for performance feedback.
- The Gibson Climate and Culture Team will incorporate school-wide opportunities for students to learn about different career pathways and educational requirements.
- Students in grades 4-6 will have opportunities to participate in music classes.
- Students in grades 3-6 will be encouraged to participate in after school athletics (3rd & 4th grade students cross country and track only).
- Students will have opportunities to participate in various student clubs during and after the school day.
- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connection to school, their community, and future careers.
- Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities such as the Block "G."

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School Site Council was provided information around the upcoming budget. They agreed to the use of funds.

2 ELAC:

N/A

3 Staff:

Teachers provided feedback and input around this year's use of budget. They agree to the suggested use of funds.

Action 1

Title: Character and Competencies for Workplace Success

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Student Engagements (Goal 2) Data
- Responses on the School Culture and Climate Student and Parent Surveys

Owner(s):

Principal
Vice Principal
Teachers

Timeline:

Ongoing

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

- Students will participate in district funded field trips promoting career awareness such as Chef's Academy, Bit-Wise, College Campuses amongst others.
- All students in grades 2-6 will have opportunity to participate in school related student jobs in which they will have monthly meetings with their job supervisor for performance feedback.
- The Gibson Climate and Culture Team will incorporate school-wide opportunities for students to learn about different career pathways and educational requirements.
- Students in grades 4-6 will have opportunities to participate in music classes.
- Students in grades 3-6 will be encouraged to participate in after school athletics (3rd & 4th grade - cross country and track only).
- Students will have opportunities to participate in various student groups and clubs such as Minecraft, Ukulele Club, Student Council, Cheer, Spelling Bee, and many other opportunities centered around connecting students to Gibson school.
- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connection to school, their community, and future careers.
- Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities such as the Block "G."

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		8.22 %	2020-2021	6.22 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Gibson will develop an attendance management program to increase attendance rates and lower percentage rate of chronic absenteeism with the following actions:

- Office Assistant, Vice Principal, and Principal will conduct regular check-ins with identified students, hold attendance conferences, and develop incentive contracts for students with chronic or severely chronic attendance.
- Office Assistant, Vice Principal, RCA, and Principal will support parents through verbal and written communications between home and school, parent outreach for involvement in meetings and activities, make contact with parents through home visits when necessary, and assist with other related resources for parents.

Suspensions students with 1 or more

Implementation of the following actions to reduce suspension rates.

- Knight Pride Assemblies/Events planned to celebrate and encourage good behavior and increase student engagement in the school and community.
- Implementation of school-wide activities to promote character development through the pillars of Character Counts.
- Implementation of daily morning meetings utilizing the Second Step Curriculum to support students with conflict resolution and good decision making.
- Resource Counseling Assistant will build and establish positive relationships with identified students and develop and closely monitor an action plan specific to each student.
- Family Foundations Counseling Services will be provided for identified students exhibiting intensive social-emotional needs.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

CA Dashboard Data indicates that Students with Disabilities are chronically absent at a much higher rate as compared to the school average.

Suspensions students with 1 or more

Due to school closure, we did not suspend any students in the 2020-2021 school year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Teachers continued to hold morning meetings with students. However, distance learning reduced instructional minutes which did not allow for daily implementation of classroom morning meetings.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- There is a need for a more systematic form of school-wide intervention in regards to attendance. We will closely monitor student attendance and home-school connections, and implement a new tardy procedure to assist in deterring truancy.
- Counseling services through Family Foundations have been increased from two days a week to three days a week in order to better meet the social emotional needs of our students.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

The School Site Counsel suggested that we increase Social Emotional Supports in order to prepare for students returning from a year of distance learning.

2 ELAC:

N/A

3 Staff:

The Gibson staff agreed with all actions in place.

Action 1

Title: Increase student Attendance through engagement

Action Details:

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ATLAS Attendance Data
- School Messenger Log

Owner(s):

- Principal
- Vice Principal
- Attendance Clerk
- RCA

Timeline:

Ongoing

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

Gibson will develop an attendance management program to increase attendance rates and lower the percentage rate of chronic absenteeism with the following actions:

- Office Assistant, Vice Principal, and Principal will conduct regular check-ins with identified students, hold attendance conferences, and develop incentive contracts for students with chronic or severely chronic attendance.
- Office Assistant, Vice Principal, RCA, and Principal will support parents through verbal and written communications between home and school, parent outreach for involvement in meetings and activities, make contact with parents through home visits when necessary, and assist with other related resources for parents.
- Gibson will explore virtual attendance options when students are ill and are otherwise unable to physically attend school.
- Incentives for students/families for increasing or high attendance.

Specify enhanced services for EL students:

- Principal and RCA will communicate directly with parents of EL students.
- Attendance Clerk will support parents of EL students through verbal and written communications between home and school.

Specify enhanced services for low-performing student groups:

- Principal will invite the parents of our Special Education Students (ALPS Program) to a principal's coffee to specifically address current attendance issues in the program.
- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school.
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.
- Teachers will incorporate SEL learning into academic instruction.
- Family Foundations will provide supports and check-ins for students/families sub-groups identified on the dashboard.

Action 2

Title: Social Emotional Supports

Action Details:

Gibson will implement agreed upon levels of misbehaviors and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and increase student engagement in the school and community.

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

Explain the Progress Monitoring and data used for this Action

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

- Daily morning meetings utilizing the Second Step Curriculum
- SEL Survey
- Student Survey
- Staff Survey
- Student Success Team Behavior Referrals
- Student Behavior Support Plans
- Family Foundations Counseling Services: Pre & Post Behavior Reports
- Resource Counseling Assistant will assist with the Climate and Culture of the school.

Owner(s):

Principal
Vice Principal
Resource Counseling Assistant
Teachers

Timeline:

Ongoing

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

- Gibson will continue to focus on the importance of Teacher/Student relationships as it relates to student engagement and connection to the school.
- Social Emotional Learning will be a deliberate presence in all classrooms. All teachers will implement daily morning meetings utilizing the Second Step Curriculum.
- Knight Pride Assemblies/Events planned to celebrate and encourage good behavior and increase student engagement in the school and community.
- Implementation of school-wide activities to promote character development through the pillars of Character Counts.
- The Gibson Climate and Culture Team will continue to implement initiatives in support of student engagement and connection to the school.
- Professional Learning around Cultural Responsiveness will continue for all staff.
- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior.
- Resource Counseling Assistant will build and establish positive relationships with identified students and develop and closely monitor an action plan specific to each student.
- Family Foundations Counseling Services will be increased from two days/week to three days/week in order to better meet the needs of identified students exhibiting intensive social-emotional needs.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- African American Students are demonstrating the biggest need for social emotional support:
- RCA will develop a caseload of students for ongoing Tier II supports including SEL and engagement in clubs.
- RCA will establish relationships and a communication circle including administration, teachers, and parent.
- More opportunities for intramural games/activities with direct supervision by RCA and NTAs at lunch recess will be provided.
- Ongoing counseling through Family Foundations Clinician targeting conflict resolution and emotional regulation.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0200 Gibson Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Service Clinician 3 days per week to provide SEL counseling supports for students. (split 7090)	24,804.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Service Clinician 3 days per week to support SEL for students. (split 3010)	19,086.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA position to provide SEL student support.	17,008.00

\$60,898.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		81.59 %	2019-2020	90.59 %
Staff Goal - Site Defined		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

This Goal was adopted during the 2020 - 2021 school year. Current goals were not yet established, but the Culture and Climate Team monitored survey data to support staff school connectedness.

Based on the Annual Staff Survey, 91% of all staff will respond positively in the Sense of Belonging Domain.

Staff Survey – Overall Positive in Belonging Domain

Due to the pandemic, there was limited opportunity to connect in person.

Virtual activities were created by Culture and Climate Team to engage staff.

- Best Joke Challenge
- Lip-sync Challenge
- Virtual Check-in Meetings

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

Because of distance Learning and the separation of staff working at home and staff working on-site, the opportunities to feel connected were limited to virtual. It was not uncommon to not communicate with staff members personally unless it involved a meeting.

Staff Survey – Overall Positive in Belonging Domain

Due to the pandemic, there was limited opportunity to connect in person. Virtual activities were created to help connect staff.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

As this is a new goal, there is no evidence to identify and describe any differences between the intended and actual implementation of any actions and budget expenditures.

The Culture and Climate Team had a goal to increase student and staff belonging and connectedness. This was impacted by Distance Learning due to the inability to hold in-person meetings and gatherings.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Implementation of New Goal for 2021-2022 School Year:

- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels.
- Continue to provide professional learning around Cultural Proficiency for all staff.
- Increase recruitment of diverse parent participants for the School Site Council.
- Professional Learning opportunities such as conferences, MLD (5th and 6th), District and outside district opportunities.
- Teacher feedback after classroom walkthroughs and lesson observations.
- Sub-release days for teacher support and professional learning.
- Regular teacher updates/newsletter
- Professional Learning Community meetings held weekly.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School Site Council expressed the need for upcoming increased social-emotional supports for students due to the effects from recent pandemic.

2 ELAC:

3 Staff:

Staff shared interest in more social events for staff as well as more community events.

Action 1

Title: Recruitment and Retention of Staff

[Action Details:](#)

Gibson Elementary will actively continue to recruit staff members that reflect the diversity of the Gibson community at all levels of the school's personnel.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

The Gibson student population breakdown is as follows:

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

Owner(s):

Principal
Vice Principal
Teachers
Office Manager

Timeline:

June 2022

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

Implementation of New Goal for 2021-2022 School Year:

- The Climate and Culture Team will continue to use staff survey data (Overall Positive in Belonging Domain) to guide school-wide initiatives to improve the overall feeling of belonging at Gibson.
- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels.
- Continue to provide professional learning around Cultural Proficiency for all staff.
- Increase recruitment of diverse parent participants for the School Site Council.
- Professional Learning opportunities such as conferences, MLD (5th and 6th), District and outside district opportunities.
- Sub-release days to support teacher needs, PLC planning, and professional learning.
- Gibson Teacher Updates/Weekly messages
- PLC meetings
- Teacher feedback from walkthroughs and lesson observations.

Specify Professional Development or Staff Services to support EL students:

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

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

- Continue to provide professional learning around Cultural Proficiency for all staff.
- Continue to provide professional learning for IAB and FIAB as well as Claims and Targets
- Continue to provide professional learning for i-Ready data

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		95.05 %	2019-2020	100 %
Parent Survey - Safe and secure		95.07 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p> <p>Family Goal - Site Defined</p> <p>Parent Survey - Respected and welcomed</p> <p>Parent Survey - Safe and secure</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p> <p>Family Goal - Site Defined</p> <p>Parent Survey - Respected and welcomed</p> <p>Parent Survey - Safe and secure</p>
--	---

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Implementation of New Goal for the 2021-2022 School year:

- Administration Team will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
- Gibson will create parent workshops focused on topics aligned with supporting children in their academics.
- Parent Coffee Hours will be set up on a quarterly basis with a variety of topics centered around engaging families in their child's education.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Implementation of New Goal for the 2021-2022 School year:

- Administration Team will actively recruit parents for participation in School Site Council and Parent Teacher Organization.

- Gibson will create parent workshops focused on topics aligned with supporting children in their academics.
- Parent Coffee Hours will be set up on a quarterly basis with a variety of topics centered around engaging families in their child's education.
- Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

Action 1

Title: Increase Parent Participation and Inclusion

Action Details:

Gibson will increase inclusive opportunities for families to engage in their students' education by providing additional resources and on-going communication with families, and increased opportunities for parents to get involved with the school.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Family Goal - Site Defined

Parent Survey - Respected and Welcomed (Goal = 100%)

Parent Survey - Safe and Secure (Goal = 100%)

Owner(s):

Principal

Vice Principal

Office Manager

Timeline:

June 2022

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

Implementation of New Goal for the 2021-2022 School year:

- Administration Team will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
- Gibson will create parent workshops focused on topics aligned with supporting children in their academics.
- Principal Coffee Hours will be set up on a quarterly basis with a variety of topics centered around engaging families in their child's education.
- Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust.
- Gibson will continue to consistently communicate with parents through the use of a digital weekly newsletter "The Knightly News" which will include information for families to engage in their students' learning.
- Gibson Elementary will host family events such as Back to School Knight, Open House, Grandparents' Day, Fine Arts Fair, and many others in order to increase family engagement with their child's education.

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

Principal and RCA will communicate directly with parents of EL students.

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

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0200 Gibson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement to support student success. ** NO FOOD OR INCENTIVES **	850.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2 Basic materials & Supplies in support of student learning.	12,516.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Also used to support G1A2.	5,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : School-wide reading intervention (split 7091)	29,493.00
G1A1	Sup & Conc	Instruction	Direct-Maint			To repair equipment used to support student learning.	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors for English Learners state assessment	700.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : School-wide Reading Intervention (split 7090)	2,945.00
G1A1	One-Time School	Instruction	Mat & Supp			: Basic materials and supplies in support of student learning.	11,152.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			This Action also applies to G1A1. Planning days, SST's, Kinder assessment, and COST meeting sub release days.	10,540.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Also applies to G1A1. Tutoring contracts to support intervention.	3,593.00
G1A2	Sup & Conc	Instruction	Direct-Graph			To support supplemental printed materials.	500.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Service Clinician 3 days per week to provide SEL counseling supports for students. (splist 7090)	24,804.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Service Clinician 3 days per week to support SEL for students. (split 3010)	19,086.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	RCA position to provide SEL student support.	17,008.00
Total							\$139,187.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$25,654.00
Sup & Conc	7090	\$98,736.00
LCFF: EL	7091	\$3,645.00
One-Time School	7099	\$11,152.00
Grand Total		\$139,187.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$78,289.00
G3 - Increase student engagement in their school and community	\$60,898.00
Grand Total	\$139,187.00