

2018-19 Single Plan for Student Achievement

School: Gibson Elementary School
CDS Code: 57727100000000
District: Woodland Joint Unified School District
Principal: Nicole Kent
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Gibson Elementary School's Vision and Mission Statements

Gibson Elementary School is proud to be a part of the Woodland Joint Unified School District, and the school aligns itself with the District Strategic Plan and priorities. We wholeheartedly support the idea that our mission is to prepare and empower all students for a future of endless possibilities. The goals that are embedded in the WJUSD Strategic Plan are shared by all stakeholders in our school community. The WJUSD mission, goals, principles and practices are immediately below:

WJUSD Vision:
Excellence for all

WJUSD Mission:
The mission of WJUSD is to prepare and empower all students for a future of endless possibilities.

LCAP Goals:

Goal #1: All students will be grade level proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning.

Goal #2: All students will graduate high school and be competitively college and career ready through personalized learning.

Goal #3: All students will be successful through the development of targeted and coherent systems of support.

Goal #4: Improve the English proficiency and academic achievement of English Learners.

Goal #5: Excellence for all students is supported through meaningful stakeholder engagement.

Community and School Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 50,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes 9 preschools, 11 elementary schools, 1 charter elementary school, 2 middle schools, 2 comprehensive senior high schools, 1 continuation high school, 1 adult school, and serves a total of 10,136 students.

Gibson Elementary first opened in 1954 and is regarded as a community institution by many of the families who send their children there. In some cases, the school has educated two or three generations of family members, which gives it strong roots in the community and a high degree of support among long-term Gibson families. Over the past 7 years, Gibson has experienced changes in the demographics the school serves, which has necessitated changes to the educational philosophy among staff members and changes to the instructional program in order to better meet the needs of the students of the students we serve. The teaching staff at Gibson Elementary will continue that work towards aligning their instruction with the California State Standards. Using student academic data to guide all instruction and decisions has been a critical component.

The school currently has an enrollment of 595 students in grades TK-6th. Our significant subgroups consist of 63% Hispanic and 29% Caucasian with 25% English Language Learners and 67% of our students on free/reduced lunch. We also serve 3 ASD (Autism Spectrum Disorder) classrooms on campus and continue to take steps towards inclusion opportunities. The school offers a Structured English Immersion program, with 45 minutes a day dedicated to leveled, targeted instruction in grades 1-6 that is based upon English Language Learner (ELL) status and academic readiness levels. This targeted instructional block is limited to 30 minutes in Kindergarten.

Gibson has a relatively high degree of parent involvement with an active PTA and a highly functioning English Learner Advisory Committee (ELAC). We partner up with Douglass Middle School to provide a peer mentoring program to students in grades 4-6. Our partnerships with UC Davis and Woodland United Way helps us with additional support towards interventions targeting literacy. The Parent Institute for Quality Education (PIQE) was provided from 2015-16 and 2016-17 to our English Language Learner families. All of these aspects of the school strengthen its ties to the community.

In terms of school culture, we have continued to refine our Tier 1 systems and supports. Over the past two years, the school has identified Gibson's Big Three: Be Safe; Be Respectful; Be Responsible; aligned its incentive programs to these rules, and developed a set of Tier II interventions designed to help students who have repeated behavioral errors. In addition, the school has developed a program of positive rewards and incentives that support students in following these rules and developing themselves as learners.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Information about the needs of the school community is collected through parent leadership groups at Gibson: the School Site Council, ELAC, and the PTA. Each year, the School Site Council gauges the effectiveness of the previous year's initiatives and expenditures by considering student data and the changes for the current year at Gibson. ELAC and PTA both hold specific meetings to talk about the needs of parents (specifically the community of ELL parents for ELAC) and the results of those input sessions is used to guide the development of the site plan and allocation of resources.

As Gibson Elementary moves into the 2018-19 school year, the site leadership team will evaluate the effectiveness of the core program and supplemental services provided by the school. As the SBAC data was reviewed, our site leadership team found a need to develop a school-wide focus for ELA and Math.

The supplemental services provided during the 2018-19 school year will largely be driven by the needs assessment done with stakeholder groups and analyzing data as a part of the development and revision of the SPSA. In the meantime, the school is reviewing the data collected on instruction, interventions and services that were provided over the course of the year.

SBAC ELA 2017:

Exceeded 8.7%

Standards Met 20.6%

Nearly Met 23.9%

Not Met 46.8%

*Dropped -2% from the previous year. 29% of our students are exceeding or meeting the standards.

SBAC MATH 2017:

Exceeded 7.8%

Standards Met 11%

Nearly Met 26%

Not Met 56%

*Increased 1% from the previous year. 19% of our students are exceeding or meeting the standards.

In addition, teacher development activities such as coaching, academic conferences around the California State Standards, and supplemental planning time for teachers that is integrated into the day will be provided or expanded. Getting input from the community is a critical part of continuing the school's forward progress, and giving members of the school community opportunities to voice their ideas, opinions, and concerns will be an ongoing process.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observation is an ongoing and frequent process at Gibson. In addition to the formal observations done by the principal as part of the evaluation process, the principal conducts routine classroom visits in an informal capacity and provides individual feedback to teachers. That feedback is generally centered around the ELA/Math Implementation Plans which focus on student engagement strategies and the use of instructional time. This provides the teachers an opportunity to see how their instruction aligns with the WJUSD Instructional Focus. Teachers are provided with opportunities to calibrate student work and share their strategies during collaboration.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical

findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be non-compliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Gibson Elementary relies heavily on the flow of data from student to teacher to grade level teams in order to make informed decisions about the school's instructional program. Regular data collection allows the school to monitor individual student progress, classroom level progress, grade level effectiveness, and the overall effectiveness of the school's program. Data sets include baseline and progress monitoring data from sources such as RESULTS/BPST and DIBELS as well as summative data from sources such as the CELDT test, SBAC Interim Assessments and the SBAC. Routine collection and analysis of this data allows for the site leadership team to look for program strengths and weaknesses and it allows grade level teams to make decisions about instruction. As Gibson continues to refine the implementation of a multi-tiered system of academic support, the data examined at the individual level will help determine how best to help all students reach their potential.

In drilling down and examining multiple data sets, it became apparent that reading and writing are an area of concern in all grade levels. When reviewing the SBAC blue-prints for ELA and Math, 65% of the questions on the SBAC consist of questions at the DOK 2 & 3 levels which require a strong focus on strategic/extended thinking and complex reasoning. What we are asking students to do is different than what the expectation was with previous state standards. Students are expected to use evidence when formulating opinions in response to reading text and analyzing the ways in which similar themes or ideas are developed in more than one piece of text.

Further analysis revealed that the majority of Gibson students have significant difficulties in phonics and decoding even in the intermediate grades. It is unsurprising that these difficulties have resulted in the data profile above in English Language Arts and even in Math, given the language load for the California State Standards in Math. Students in intermediate grades who were still taking the basic phonics assessment (BPST) were targeted using SIPPS which resulted in students moving on to fluency skills. The focus for 2018-19 will be to expend resources to provide programs for phonics and decoding using SIPPS for students in primary and to implement these programs in a leveled and targeted way across those grade levels.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

As a school, the staff will analyze State assessments at the beginning of the school year and establish grade level goals. Individual teachers will develop personal goals based on grade level goals. After local benchmark assessments throughout the year, grade level teams will analyze trends and develop re-teaching activities for students not meeting standards. Our school focus is to develop strategies to provide differentiated instruction for students not meeting goals. District Benchmark tests, RESULTS/BPST data, Dibels assessment and CELDT results are all data sources used by teachers to analyze student performance, identify gaps, and plan teaching activities to address those gaps. Grade level teams are provided time during several Wednesday afternoons to review assessment data and collaborate. Teachers use collaborative meetings as an opportunity to review assessment data. The principal collects data from every teacher multiple times a year and reviews/discusses the results with the teachers through academic conferences, grade band meetings (primary/intermediate splits), and grade-level team meetings.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff at Gibson are highly qualified under NCLB.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The district offers a program of professional development for the instructional materials that have been adopted and offers refresher courses and updates to teachers who have changed grade levels.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Whole staff will continue to engage in the cycle of inquiry and ensure that we are providing standards based instruction. Our goal is to establish a culture of shared accountability that requires grade level teams to establish processes that drive continuous improvement.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our whole staff professional learning is directly tied to the strategic plan and LCAP priorities and goals. As we continue our work on establishing a culture of shared accountability, our site leadership team reviews and analyzes data to take to their grade level teams so that instructional needs can be identified and used for planning. Grade level teams collaborate and use data from common assessments to guide instruction and plan accordingly. Collaboration allows staff to plan lessons together and reflect on their instructional practice for refinement.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration sessions are held on Wednesday afternoons, when students are released early. In addition, grade levels have release days across the year to hold academic conferences and analyze student data to guide instruction and address student needs.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Gibson Elementary staff and administration are committed to ensuring that our curriculum and instruction are aligned with State standards, and that materials support these efforts. During grade level collaboration, lessons are developed thereby assuring alignment and cohesion. Universal access materials will be utilized to ensure equity.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes in each classroom reflect the guidelines established in the Academic Performance Survey as follows: A. English Language Arts for 150 minutes daily B. Mathematics for 75 minutes daily C. ELD for 45 minutes daily. Grade level schedules are collected and posted to verify this expectation.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Instruction in Language Arts and Math is driven by state standards.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-aligned textbooks and instructional materials for all student groups are sufficient in both quality and quantity in each subject area. Staff will continue to focus on delivering standards-based instruction in all academic areas. Math and reading instruction are aligned to State standards and will be consistent across each grade level.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted instructional materials, including intervention materials for core instruction.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers use targeted intervention time as part of their regular English Language Arts and Math blocks. They use the curricular resources provided by our adopted materials as well as techniques such as switching for targeted instruction in order to make sure that students who are currently under-performing to receive the accelerated instruction they need to be able to catch up to the grade-level expectations.

14. Research-based educational practices to raise student achievement

A standards based approach and collaboration model further support student achievement. Teachers use high quality differentiated instruction to support the needs of all learners. They adhere to instructional minutes and following pacing guides when planning instruction within grade level teams. They use data to monitor student progress and modify instructional programs. They collaborate weekly to raise student achievement and plan ahead.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Student assessment results are shared with parents on a timely on-going basis. The information is provided in the student/parent primary language. This is accomplished through regular progress reports, teacher and parent requested conferencing, as well as the district-scheduled periods of conferencing. Assessment data is shared with parents at School Site Council, ELAC, PTA, Student Study Team, and IEP meetings as well as parent conferences. Teachers and the administration communicate with parents consistently through classroom newsletters, web site information, e-mail, and conferences. Current community connections that support families and students include work with Woodland United Way which allows us to provide strategic individualized reading intervention. These partnerships are only a few ways in which Gibson Elementary connects with families and community to enhance the educational program students receive.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Gibson Elementary School has an actively operating School Site Council, English Learner Advisory Council, and Parent Teacher Association. All parent groups serve in an advisory role in the development, implementation, and monitoring of school programs. In addition, the school has a form called the "Parent Concern Form" which parents can fill out and leave in the office so they can have their voice heard around specific issues of concern or ideas for improvement. The principal receives these forms and responds to parents individually. These two layers of communication provide families with both individual and group ways to meaningfully participate in the process of school improvement.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The categorical funds at Gibson are allocated to supplement the regular program by providing additional staff, materials, interventions, and staff development. During the school day students receive support through small group instruction for intensive and strategic level interventions based on needs. In addition, the school has allocated resources for supplemental curriculum and technology hardware as well as software licenses that students have access to high quality supplemental instruction and teachers have access to immediate data about their student's performance levels. Support for study trips and enrichment provides students with experiences that deepen their background knowledge.

18. Fiscal support (EPC)

Gibson receives funding from the following sources: Title I, Supplemental/Concentration, and school discretionary funds.

IV. Description of Barriers and Related School Goals

The school faces a number of challenges, but none of these challenges are seen as insurmountable with the administration, staff, or parents.

Although curriculum has been adopted, staff will continue deconstruct their grade level standards to refine the scope and sequences for the school year. The school addresses this issue by providing teachers with collaboration time and providing professional development in the area of the California State Standards.

Our goal is to improve reading instruction that targets teaching our students to read by answering the following questions based on data:

- How are we teaching kids to read?
- How are we using the ELA block?
- Is the program being consistently implemented? Is there a consistent approach between classrooms and across classrooms?
- What resources are being used for phonics instruction, sight words, fluency and comprehension?

Attendance: The research tells us over and over again that students who miss school have much higher rates of dropout and are much less likely to complete high school college or be career ready. Incentives for attendance: Classrooms with 100% attendance daily place their room # in a raffle drawing and have an opportunity to receive a treat during our monthly Gator Awards. Classrooms within their grade level with the highest attendance percentage receive a trophy during the monthly Gator Awards. Students also receive brag tags for perfect attendance each month. Students with perfect attendance for the entire school year get recognized with a certificate during morning pledge and earn a preferred activity incentive.

All of the goals in this School Plan are designed to move student achievement forward by providing high quality first best instruction, responding quickly and effectively when students do not learn during first best instruction, and developing relationships with parents and community so that Gibson students have access to the widest range of resources possible to ensure their success.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	73		74	70		74	70		100	95.9	
Grade 4	92	78		85	75		85	75		92.4	96.2	
Grade 5	84	86		82	81		82	81		97.6	94.2	
Grade 6	96	84		93	81		93	81		96.9	96.4	
All Grades	346	321		334	307		334	307		96.5	95.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2378.7	2358.6		14	7.14		12	12.86		26	21.43		49	58.57	
Grade 4	2419.7	2432.3		11	16.00		16	13.33		20	26.67		53	44.00	
Grade 5	2459.9	2435.3		7	7.41		32	12.35		22	25.93		39	54.32	
Grade 6	2505.9	2500.1		10	4.94		27	41.98		32	20.99		31	32.10	
All Grades	N/A	N/A	N/A	10	8.79		22	20.52		25	23.78		43	46.91	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	7.14		34	28.57		51	64.29	
Grade 4	9	14.67		44	44.00		47	41.33	
Grade 5	12	7.41		39	44.44		49	48.15	
Grade 6	12	7.41		45	59.26		43	33.33	
All Grades	12	9.12		41	44.63		47	46.25	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	8.57		36	30.00		51	61.43	
Grade 4	11	13.33		45	45.33		45	41.33	
Grade 5	12	11.11		48	34.57		40	54.32	
Grade 6	14	14.81		44	49.38		42	35.80	
All Grades	12	12.05		43	40.07		44	47.88	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	4.29		64	65.71		28	30.00	
Grade 4	9	9.33		75	52.00		15	38.67	
Grade 5	9	9.88		60	55.56		32	34.57	
Grade 6	13	3.70		77	72.84		10	23.46	
All Grades	10	6.84		69	61.56		21	31.60	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	10.00		45	37.14		43	52.86	
Grade 4	13	13.33		42	60.00		45	26.67	
Grade 5	23	9.88		48	43.21		29	46.91	
Grade 6	23	20.99		66	49.38		12	29.63	
All Grades	18	13.68		51	47.56		31	38.76	

Conclusions based on this data:

1. We remained stagnant without any significant increases or decreases.
2. Writing 52%, Reading 54%, Research 61%, Listening 69%. Number of students who are meeting or exceeding standards is the lowest in reading and writing.
3. Students struggle with communicating their reasoning and explaining their thinking in writing. Need to be consistent with our practices, strategies and program in ensuring our students are reading at grade level.

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	73		74	69		74	69		100	94.5	
Grade 4	92	78		87	77		87	77		94.6	98.7	
Grade 5	84	86		82	79		82	79		97.6	91.9	
Grade 6	96	84		94	81		94	81		97.9	96.4	
All Grades	346	321		337	306		337	306		97.4	95.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2391.0	2375.2		9	8.70		22	10.14		20	20.29		49	60.87	
Grade 4	2415.0	2439.3		5	12.99		8	19.48		33	27.27		54	40.26	
Grade 5	2445.5	2424.1		5	5.06		11	6.33		33	16.46		51	72.15	
Grade 6	2478.8	2466.6		6	4.94		11	8.64		35	37.04		48	49.38	
All Grades	N/A	N/A	N/A	6	7.84		12	11.11		31	25.49		50	55.56	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	10.14		32	24.64		54	65.22	
Grade 4	5	23.38		23	25.97		72	50.65	
Grade 5	11	7.59		21	12.66		68	79.75	
Grade 6	12	6.17		30	33.33		59	60.49	
All Grades	10	11.76		26	24.18		64	64.05	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	13.04		41	31.88		51	55.07	
Grade 4	3	11.69		47	40.26		49	48.05	
Grade 5	5	7.59		30	22.78		65	69.62	
Grade 6	7	6.17		37	34.57		55	59.26	
All Grades	6	9.48		39	32.35		55	58.17	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	8.70		53	39.13		34	52.17	
Grade 4	3	15.58		36	42.86		61	41.56	
Grade 5	5	3.80		45	26.58		50	69.62	
Grade 6	9	3.70		50	54.32		41	41.98	
All Grades	7	7.84		46	40.85		47	51.31	

Conclusions based on this data:

1. We remained stagnant without any significant increases or decreases.
2. Concepts & Procedures 36% (lowest), Problem Solving & Modeling Data 41%, Communicating Reasoning 49%. Number of students who are meeting or exceeding standards is the lowest in the Concepts & Procedures claim level.

3. Need to be consistent with our practices, strategies and program in ensuring our students have strong number sense.

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					75		***							25	
1	12			31	47		27	40		15	7		15	7	
2				14	24		32	24		41	34		14	17	
3				22	18		39	50		17	18		22	14	
4		19		42	29		32	29		11	5		16	19	
5		10		14	19		36	48		29	10		21	14	
6				38			54	31		8	23			46	
Total	3	5		27	25		35	35		20	17		15	18	

Conclusions based on this data by levels:

1. The areas of reading and writing continue to be an area of need for English Language Learners.
2. Insignificant growth and movement between bands.
3. Need to be consistent with our practices, strategies and program in ensuring our students are reading at grade level.

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				3	16		26	29		13	16		58	39	
1	13	5		29	42		23	32		16	5		19	16	
2				14	22		32	25		41	31		14	22	
3	5			24	18		33	50		14	18		24	14	
4		22		38	26		33	30		10	4		19	17	
5		13		13	22		31	43		25	9		31	13	
6				38			54	33		8	20			47	
Total	3	5		21	21		31	34		18	16		26	24	





Conclusions based on this data by levels:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	1
English Learner Progress (1-12)		1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Academic indicator for English Learner Progress is in the area of lowest performance and declined from the previous year.
2. Academic indicator for English Language Arts is an area of need and declined from the previous year.
3. Academic indicator for Mathematics is an area of need and declined from the previous year.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:


1.

School and Student Performance Data








Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		674	High 4.6%	Declined Significantly -3.9%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		674	High 4.6%	Declined Significantly -3.9%
English Learners		177	High 4.5%	Declined Significantly -2.7%
Foster Youth		10	*	*
Homeless		53	Very Low 0%	Declined Significantly -18.4%
Socioeconomically Disadvantaged		450	High 6%	Declined Significantly -4.1%
Students with Disabilities		109	Very High 9.2%	Increased +0.9%
African American		7	*	*
American Indian		4	*	*
Asian		27	High 3.7%	Declined Significantly -9.3%
Filipino		1	*	*
Hispanic		414	High 5.3%	Declined Significantly -4.2%
Two or More Races		11	Very High 9.1%	Increased Significantly +9.1%
White		202	High 3.5%	Declined Significantly -3.2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Improvements in suspension rates from the year prior and declined significantly (-2.7%).
2. Students with disabilities (and two or more races) are getting suspended more so than any other subgroup which is an area of need, increased by .9%
3. Students in the homeless subgroup declined in suspension rates the most, -18.4%

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		138	Very Low 56.5%	Declined -9.6%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 4.5%	Declined Significantly -2.7%
English Learner Progress (1-12)		Very Low 56.5%	Declined -9.6%
English Language Arts (3-8)		Very Low 83.5 points below level 3	Maintained -1 points
Mathematics (3-8)		Very Low 99.7 points below level 3	Maintained -0.6 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. ELL remained stagnant in the areas of Mathematics and English Language Arts but are still in the lowest performance range (red).
2. Suspension rates is the only area where there was improvement for ELL's, declined -2.7%
3. ELL progress overall has declined from the year prior by -9.6% and continues to be very low (56.5%)

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		281	Low 50.3 points below level 3	Declined -8.7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		281	Low 50.3 points below level 3	Declined -8.7 points
English Learners		82	Very Low 83.5 points below level 3	Maintained -1 points
Foster Youth		2	*	*
Homeless		10	*	*
Socioeconomically Disadvantaged		174	Low 67.9 points below level 3	Declined -7.1 points
Students with Disabilities		33	Very Low 114.9 points below level 3	Maintained -1.4 points
African American		3	*	*
American Indian		1	*	*
Asian		10	*	*
Filipino		1	*	*
Hispanic		176	Low 63 points below level 3	Declined -4.7 points
Two or More Races		7	*	*
White		80	Low 22.6 points below level 3	Declined -4.8 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	31	Medium 2 points below level 3	Increased +4 points
EL - English Learner Only	51	Very Low 133.1 points below level 3	Declined Significantly -20.7 points
English Only	193	Low 37.3 points below level 3	Declined -7 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	16	25%	37.5%	37.5%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Overall ELA, 50.3 points below from meeting the standards and declined -8.7 points.
2. RFEP subgroup increased by 4 points from the year prior and are only 2 points from meeting the standards.
3. White subgroup is 22.6 below level 3 towards meeting the standards in ELA.

School and Student Performance Data






Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		281	Low 71.5 points below level 3	Declined -3.3 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		281	Low 71.5 points below level 3	Declined -3.3 points
English Learners		81	Very Low 99.7 points below level 3	Maintained -0.6 points
Foster Youth		2	*	*
Homeless		10	*	*
Socioeconomically Disadvantaged		173	Low 91.2 points below level 3	Declined -6.9 points
Students with Disabilities		34	Very Low 149.8 points below level 3	Declined Significantly -23.7 points
African American		3	*	*
American Indian		1	*	*
Asian		10	*	*
Filipino		1	*	*
Hispanic		176	Low 84.2 points below level 3	Declined -4.9 points
Two or More Races		7	*	*
White		80	Low 49.6 points below level 3	Increased +4.1 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	31	Low 33.5 points below level 3	Increased +3.5 points
EL - English Learner Only	50	Very Low 140.6 points below level 3	Declined Significantly -17.5 points
English Only	194	Low 61 points below level 3	Maintained -2.2 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	16	25%	56.3%	18.8%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Overall Math, 71.5 points below from meeting the standards and declined -3.3 points.
2. RFEP subgroup (+3.5 points) and White subgroup (+4.1 points) increased in performance compared to the year prior.
3. RFEP subgroup is the closes (33.5 points) to meeting the standards in Math.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	66.1%	56.5%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts 41.6 points below level 3 50.3 points below level 3

Mathematics 68.2 points below level 3 71.5 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. English Language Learners making progress towards English proficiency has decreased from 66.1% to 56.5%.
2. 50.3 points below level 3 (meeting standards) in English Language Arts which increased from the year prior (41.6 points in 2016).
3. 71.5 points below level 3 (meeting standards) in Mathematics which increased from the year prior (68.2 points in 2016).

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	8.5% (55)	4.6% (31)

Conclusions based on this data:

1. Suspensions decreased significantly from 2016 (8.5% - 55) to 2017 (4.6% - 31)
2. Tier 1 systems and supports are in place and effective in reducing suspension rates.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Highest subgroup having a significant area of need consists of ELL performance in English Language Arts and Mathematics.
2. Highest subgroup having a significant area of need in suspension rate consists of students with disabilities.
3. White subgroup performing better in Mathematics than other subgroups (yellow).

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st century skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:

Performance Goal 1A, 1B, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B

All students will be grade level proficient in literacy, numeracy, and 21st century skills through high quality, effective teaching and learning.

Data Used to Form this Goal:

LCAP GOAL1:

Research shows that students who do not read proficiently by the end of third grade experience academic, social, and behavioral difficulties in school. These students are more likely to drop out from high school, and less likely to successfully enter the job market.

WJUSD recognizes the importance of reading at grade level and teachers in WJUSD use early literacy assessments to track the progress of students in the early primary grades. The data shows that there are a significant number of students not reading at grade level in 3rd grade. One-on-one reading assessments show that 66% of 3rd graders and 72% of 6th graders meet reading accuracy, rate, and comprehension benchmark and the end of Trimester 2. In the area of writing, the average score on a writing assessment is below the benchmark. On a writing assessment scored on a 4 point rubric, the average score for 3rd graders is 2.3 and for 6th graders 2.4.

GIBSON'S SBAC DATA 3-YEAR COMPARISON:

ELA Overall School-wide 2014-15

30% Exceeds/Met

69% Nearly Met/Not Met

ELA Overall School-wide 2015-16

32% Exceeds/Met

68% Nearly Met/Not Met

ELA Overall School-wide 2016-17

29% Exceeds/Met

71% Nearly Met/Not Met

CLAIM LEVEL School-wide 2014-15 (Percent Above/Near Standards)

Reading 53%

Writing 55%

Listening 70%

Research 67%

CLAIM LEVEL School-wide 2015-16 (Percent Above/Near Standards)

Reading 53%
Writing 55%
Listening 79%
Research 69%

CLAIM LEVEL School-wide 2016-17 (Percent Above/Near Standards)

Reading 54%
Writing 52%
Listening 69%
Research 61%

MATH Overall School-wide 2014-15

19% Exceeds/Met
82% Nearly Met/Not Met

MATH Overall School-wide 2015-16

18% Exceeds/Met
81% Nearly Met/Not Met

MATH Overall School-wide 2016-17

19% Exceeds/Met
82% Nearly Met/Not Met

CLAIM LEVEL School-wide 2014-15 (Percent Above/Near Standards)

Concepts & Proc. 40%
Prob Solv/Model Data 45%
Commun. Reasoning 53%

CLAIM LEVEL School-wide 2015-16 (Percent Above/Near Standards)

Concepts & Proc. 36%
Prob Solv/Model Data 45%
Commun. Reasoning 53%

CLAIM LEVEL School-wide 2016-17 (Percent Above/Near Standards)

Concepts & Proc. 36%
Prob Solv/Model Data 41%
Commun. Reasoning 49%

Findings from the Analysis of this Data:

Our SBAC data analysis revealed that we didn't have significant increases or decreases (remained stagnant). Students are struggling with communicating their reasoning and explaining their thinking in writing. We need to be consistent with our practices, strategies and program. We have a need for our grade level teams continue deconstructing their

grade level standards (and cross grade articulation) in order to have a better understanding of how students are expected to show mastery and use that information for instructional planning.

Needs based on the Dashboard:

- 1. English Learning Progress (red)
- 2. Academic Indicators for ELA (orange) - Move beyond 19% meeting and exceeding standards in ELA on the SBAC.
- 3. Academic Indicator for Math (orange) - Move beyond 29% meeting and exceeding standards in Math on the SBAC.

How the School will Evaluate the Progress of this Goal:

The school will use multiple data sources and triangulate data to look at the whole child in order to address the needs of all students during weekly collaboration (formative) and academic conferences (summative).

- Formative assessments and evidence of student learning
 - RESULTS/BPST data to address phonics instruction
 - Fluency data to address rate, accuracy, comprehension
 - iReady data for ELA/Math to address grade level standard mastery (Grades 2-6)
 - SBAC Interim Assessments (Grades 3-6)
- 1. Use of effective pedagogy to increase language acquisition of English Language Learners.
 - 2. Quality first instruction focused on rigorous authentic tasks aligned to the state standards.
 - 3. Teachers will engage in the cycle of inquiry during collaboration focusing on deconstructing grade level standards, clear learning targets, common assessments and analyzing evidence of student learning to inform instruction.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.1 Professional learning and collaboration focused on providing quality first instruction.</p> <p>Implementation of the common district instructional focus with a priority of rigorous authentic tasks aligned to the state standards allowing for quality first instruction. Teachers will engage in the cycle of inquiry and collect evidence of student learning to guide instructional planning (interventions/acceleration).</p>	Academic Year 2018-19	All Teachers, Specialists and Principal	Collaboration/Cycle of Inquiry	Supplemental/Concentration	18000
1.2 Tiered interventions and academic supports; site-based school supports such as instructional planning, assessment of student learning and targeting student interventions.	Academic Year 2018-19	All Teachers, Specialists and Principal	Kinder Screening	Title I Part A: Basic Grants Low-Income and Neglected	600
			Evaluation Goal Setting Conferences	Site Discretionary	900
1.3 Supplemental materials and supplies will be purchased/copied to support student learning at all levels (under-performing students for intervention and acceleration).	Academic Year 2018-19	All Teachers, Specialists and Principal	Classroom Libraries/Student Centered Learning Spaces	Supplemental/Concentration	21000
			Battle of the Books	Supplemental/Concentration	500
			Copies (Xerox Clicks & Leases)	Title I Part A: Basic Grants Low-Income and Neglected	3600
				Supplemental/Concentration	3600
				Site Discretionary	1800
			Additional Copiers (Library/Office)	Title I Part A: Basic Grants Low-Income and Neglected	240
			Paper	Title I Part A: Basic Grants Low-Income and Neglected	4680
1.4 Student access and equity to literacy and numeracy standards through science camp for all sixth grade students (paid by district	Academic Year 2018-19	All Teachers, Specialists and Principal	Mystery Science	Supplemental/Concentration	500
			Alliance Redwoods	Supplemental/Concentration	2250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
office). Additional supervision for Alliance Redwoods.			Supplemental Supplies & Materials *	Title I Part A: Basic Grants Low-Income and Neglected	428.72
Supplemental material to implement Next Generation Science Standards.				Supplemental/Concentration	729
				Site Discretionary	5450

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized learning.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:

Performance Goal 1A, 1B, 1C, 1D, 1E, 2A-2G, 3, 4 & 5A-5B

All students will graduate high school and be competitively ready through personalized learning.

Data Used to Form this Goal:

LCAP GOAL2:

Post-secondary data suggests that students who enroll in college are not prepared to take college level coursework. College and Career Readiness is a priority for WJUSD, however, students who are graduating are not meeting A-G requirements, and are having to take remedial classes in ELA and Math when they enroll in college.

Credit Deficiency:

- At mid-year, more than 10% of all 9th—12th graders were deficient in credits, with the majority of credit deficient students at 10th grade (21% are credit deficient).

College and Career Ready:

- Of the students who graduate from high school, 56% graduate without meeting A-G requirements.
- The 2013-14 cohort graduation rate for Pioneer High is 94.9% and for Woodland High is 90.1%.
- The 2013-14 cohort graduation rate in WJUSD for English Learners is 14 percentage points lower (74%) than that of All Students (88.9%).
- The 2013-14 cohort dropout rate for Pioneer High is 3.1% and for Woodland High is 8.6%.
- The 2013-14 cohort dropout rate in WJUSD is 8%. The cohort dropout rate for African American students (25%) and for American Indian students (11%) is higher than the rate for all students. The cohort dropout rate for English Learners (13.7%), Migrant students (13.6%), Special Education students (25.8%), and Socioeconomically Disadvantaged students (10.9%) is higher than the rate for all students.
- Of the students who enroll in the CSU system, more than 43% are placed in remedial English Language Arts and more than 49% are placed in remedial math.

Advanced Placement:

- In 2013-14, the percentage of tests with scores of 3+ was 51%
- In Advanced Placement courses, passage rates by subject area vary widely, with English, History and Social Sciences, and Sciences having the lowest passage rates.
- In terms of enrollment in AP courses, students who are Hispanic or Latino are more likely to be enrolled in AP Spanish Language and AP Spanish Literature, and less likely to be enrolled in AP Biology or AP Physics.

Career Technical Education:

- In 2013-14, the percentage of 12th grade CTE concentrators who met the proficient or advanced level on the California High School Exit Exam (CAHSEE) for English Language Arts was 49.7%.
- In 2013-14, the percentage of 12th grade CTE concentrators who met the proficient or advanced level on the CAHSEE for Math was 49.5%.
- In 2013-14, the percentage of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields was 39%.

We used initial district assessments and benchmark assessments in ELA and Math. We will look at our discipline data to see if we are reducing suspensions. We will also look to

see if the number of interventions we have this year had a positive impact on our students. We will look at the number of new enrichment programs offered and how many of our underrepresented students have access to them.

Findings from the Analysis of this Data:

We will analyze the growth of our underrepresented students by looking at initial assessments, benchmark data, and progress towards meeting the Common Core State Standards. We will continue to implement and refine MTSS systems and supports school-wide. We will continue to seek alternatives to suspension in collaboration with our school psychologist, counselor and support staff. We will explore different ways to offer students enrichment activities at Gibson Elementary.

How the School will Evaluate the Progress of this Goal:

Informal and formative assessment data including district math benchmarks and RESULTS/BPST screening will be used to evaluate the progress of this goal. Discipline data will be reviewed on a monthly basis and analyzed with our PBIS/MTSS committee.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2.1 Implementation of rigorous and differentiated learning models to respond to the needs of diverse learners. Instructional technology for intervention and acceleration.	Academic Year 2018-19	All Teachers, Specialists and Principal	California Weekly Explorer-Walkthrough History	Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration	1950 1950
			Class Placement Collaboration	Site Discretionary	450
			IXL Learning (Math)	Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration	1137.50 1137.50
			Renaissance/STAR (Reading)	Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration	2766.50 2766.50
2.2 Increased opportunities and supports for students to have meaningful participation in academic activities.	Academic Year 2018-19	All Teachers, Specialists and Principal	UC Davis Work Study Coordinator	Title I Part A: Basic Grants Low-Income and Neglected	4000
			Yolo Arts Ceramics Program	Site Discretionary	4100
2.3 Support the achievement in targeted groups, and implement effective strategies school-wide, preparing all students for college and career readiness.	Academic Year 2018-19	All Teachers, Specialists and Principal	Student Planners (Grades 4-6)	Title I Part A: Basic Grants Low-Income and Neglected	2137
			Homework Folders (TK-3)	Title I Part A: Basic Grants Low-Income and Neglected	1068.28

VI. Planned Improvements in Student Performance

All students will be successful through the development of targeted and coherent systems of support.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
All students will be successful through the development of targeted and coherent systems of support.
Data Used to Form this Goal:
LCAP GOAL 3: Research shows that students need a safe, respectful and caring environment in order to achieve in school. Students who feel comfortable at their school are more likely to come to school and to be engaged when they are there. Research also shows that regular attendance in school is critical, and that the relationship between attendance and achievement begins early in Kinder. Attendance data in WJUSD shows that Foster Students and Special Education/504 Plan students have the highest rate of students missing more than 15% of the school year compared to 3.9% of all students. Student engagement in school is promoted through positive home-school connections. Research shows that schools who find ways to improve communication between home and school have higher levels of student engagement. Schools can increase the level of parent engagement in school by improving two-way communication, hosting parent trainings and workshops, and providing progress reports of student academics and behavior. Students who have high rates of suspension are less likely to have favorable attitudes toward school, and are less likely to be academically successful. In WJUSD, the suspension rate increased from 2.7% from 2013-14 to 2014-15, resulting in a 9.4% suspension rate, which is higher than the county and state averages. 2014-15 Suspension Data 2015-16 Suspension Data 2016-17 Suspension Data 2017-18 Suspension Data PHYSICAL FITNESS - PERCENT STUDENTS PASSING: Aerobic Capacity 2014 46% 2015 26% *Significant decrease 2016 46% *Significant increase 2017 54.5% *Significant increase Body Composition 2014 49% 2015 48% *Insignificant decrease 2016 56% *Significant increase

2017 62.5% *Significant increase

Abdominal Strength

2014 89%

2015 81% *Significant decrease

2016 48% *Significant decrease

2017 48.9 *Insignificant increase

Trunk Extension Strength

2014 89%

2015 90%

2016 63% *Significant decrease

2017 73.9% *Significant increase

Flexibility

2014 60%

2015 63% *Insignificant increase

2016 43% *Significant decrease

2017 58% *Significant increase

Findings from the Analysis of this Data:

The data revealed trends in discipline, attendance, physical fitness and parent participation that call us to action.

How the School will Evaluate the Progress of this Goal:

MTSS Committee will meet on a consistent basis to review school-wide systems and supports allowing the team to case manage accordingly (behavior contracts, incentive systems, attendance contracts, etc.). Data will be reviewed for trends which will help focus on actions plans based on needs identified (attendance, behavior, classroom management, social emotional learning, etc.).

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
31. Refine common agreements about school-wide consistent and effective positive behavior interventions and supports. Focus on defining and building Tier 2 systems and supports. Identify and allocate academic, social/emotional supports and interventions for students.	Academic Year 2018-19	All Teachers, Specialists and Principal	Student Success Team Collaboration	Supplemental/Concentration	3600
			RSP Collaboration Days	Title I Part A: Basic Grants Low-Income and Neglected	600
				Supplemental/Concentration	600
3.2 Refine the use of data for monitoring and analysis of monitoring student progress. Identify tiered systems and supports to address the needs of diverse learners.	Academic Year 2018-19	All Teachers, Specialists and Principal	Committee Collaboration: MTSS/PBIS Team	Supplemental/Concentration	6000
			Committee Collaboration: Data Team	Supplemental/Concentration	6000
			Committee Collaboration: Instructional Team	Supplemental/Concentration	6000
			RESULTS BPST Assessments	Supplemental/Concentration	22800
3.3 Increase student sense of safety and school connectedness.	Academic Year 2018-19	All Teachers, Specialists and Principal	Coast to Coast STEM Program	Title I Part A: Basic Grants Low-Income and Neglected	5626
				Supplemental/Concentration	5626
			PBIS (School Culture): Tri1-3 Incentives, Assemblies	Site Discretionary	3925
			Afterschool Noon Duty Supervision (Student Safety)	Site Discretionary	2192
			Teacher-in-Charge	Site Discretionary	1950
			Cross Country	Site Discretionary	150
			Jog-a-thon	Site Discretionary	300
			Talent Show	Site Discretionary	450

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:

Performance Goal 1A, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B

Improve the English proficiency and academic achievement of English learners.

Data Used to Form this Goal:

LCAP GOAL #3: Improve the English proficiency and academic achievement of English learners

3.1 California English Language Development Test (CELDT) or the successor test, English Language Proficiency Assessments for California (ELPAC). In 2013-14, the percentage of English Learners making annual progress in learning English (AMAO 1) is 57.3%. In 2013-14, the percentage of English Learners attaining the English Proficient level on CELDT (AMAO 2) is 51.7%

3.2 CELDT (or ELPAC) and California Measurement of Academic Performance and Progress (Smarter Balance Assessments); reclassification rate. In 2013-14, the percentage of students redesignated to Fluent English Proficient is 12.7%.

Data from the following reports were used to determine this goal: Annual Report of AMAO's-WJUSD (Data Quest/CDE).

- 146 English Language Learners at Gibson Elementary in Grades Tk-6, including ASD classrooms
- 24 students who have been reclassified that we continued to monitor 2017-18 through the RFEP monitoring process. Our RFEP students continued to outperform other subgroups on multiple assessments including the SBAC.
- 12 Long Term English Learners

Grade 4 = 4 students

Grade 5 = 10 students

Grade 6 = 7 students

ASD Program = 2 students

Gibson Reclassification History:

RFEP 2017-18 26 students

RFEP 2016-17

RFEP 2015-16 11 students

RFEP 2014-15 15 students

RFEP 2013-14 17 students

RFEP 2012-13 15 students

RFEP 2011-12 21 students

RFEP 2010-11 18 students

RFEP 2009-10 12 students

RFEP 2008-09 13 students

Findings from the Analysis of this Data:

Gibson will continue its current practice of providing 45 minutes of ELD instruction daily to students in grades 1-6 and 30 minutes of ELD instruction daily for students in Kindergarten. Strategies in terms of data analysis and targeted instruction will continue to be used and refined. Kinder grade level team will participate in QTEL ELA and Grade 6 grade level team will participate in QTEL Math.

How the School will Evaluate the Progress of this Goal:

Going forward, the school will use multiple data sources and triangulate data to look at the whole child in order to address the needs of all students.

- Formative Assessments (Cycle of Inquiry)
- RESULTS/BPST data to address phonics instruction
- Fluency data to address rate, accuracy, comprehension
- iReady data for ELA/Math to address grade level standard mastery (Grades 2-6)
- SBAC Interim Assessments (Grades 3-6)

Grade level teams will participate in an ongoing cycle of inquiry to deconstruct standards, create lessons and assessments and then come back with evidence of student learning for instructional planning. For students who are not demonstrating progress towards mastery, further data analysis resulting in diagnosis and prescription will be done during case management meetings. EL Specialist will monitor progress of all RFEP students and EL students throughout the school year.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.1 Continue to have EL Specialist support teachers with data analysis to monitor EL progress, recommendations for appropriate placements during leveled ELD instruction to target proficiency levels, interventions, and provide support for targeted English Language Development instruction.	Academic Year 2018-19	All Teachers, Specialists and Principal	EL Specialist Meetings	Supplemental/Concentration	560
			ELPAC Testing	Supplemental/Concentration	750
			Planning/Collaboration/Progress Monitoring	Supplemental/Concentration	1350
4.2 Use of effective pedagogy to increase language acquisition of English Learners. Grades K-3 - GLAD Grades 4-6 - Kate Kinsella STEM afterschool program for Long Term ELL's (district funded) After-school intervention focusing on reading comprehension, fluency and decoding.	Academic Year 2018-19	All Teachers, Specialists and Principal	ELL After-school Intervention	Supplemental/Concentration	5000
4.3 Home-school communication and connectedness, ongoing outreach and support for parents and students.	Academic Year 2018-19	All Teachers, Specialists and Principal	CABE Sub Days	Supplemental/Concentration	450
			Parent Liaison	Supplemental/Concentration	8700
			Translators (P/T Conferences)	Title I Part A: Basic Grants Low-Income and Neglected	1000
				Supplemental/Concentration	1000
			Written Translations	Title I Part A: Basic Grants Low-Income and Neglected	200
			Reclassification Ceremony	Site Discretionary	400

VI. Planned Improvements in Student Performance

Excellence for All students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Stakeholder Engagement, Excellence for all students is supported through meaningful stakeholder engagement
LCAP Goal 5: Increase parents'/guardians' engagement with their children's education 5.1 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in district sponsored parent education activities. 5.2 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in actively supporting their children's education at home. 5.3 Increase the percentage of parents/guardians from currently underrepresented subgroups engaged in district/school committees and advisory groups. LCAP Goal 6: 6.1 Increase in the type of district sponsored parent education activities and the number/percentage of parents/guardians participating. 6.2 Parent surveys. 6.3 Increase in parents participating in district/school committees and advisory groups Sign in sheets from SST's, family nights, parent-teacher conferences, PTA sponsored events.
Data Used to Form this Goal:
The data shows that very few of the parents take the opportunity to participate in activities which are offered to them. We need to seek ways to involve our parents more in the school and their child's education. Recognizing that students experience more academic success when their parents are emotionally invested in the school community, we aim to increase the overall amount of parental involvement.
Findings from the Analysis of this Data:
We will collect data from Open House and Back to School Night to see what percentage of our parents attend these events. We will give parents surveys in English and Spanish to find ways in which we can help our parents participate in their child's education. We will also attempt to have 100% for parent conferences. Any parent who does not attend will receive a home visit from the principal or representative from the school.
How the School will Evaluate the Progress of this Goal:
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5.1 Increase and improve active stakeholder involvement by engaging with families in relevant and meaningful ways. Parent education surrounding specific services: standards, technology, middle school transition.	Academic Year 2018-19	All Teachers, Specialists and Principal	Bilingual Translator	Supplemental/Concentration	7377
			Parent Involvement	Title I Part A: Parent Involvement	1132
			Postage	Title I Part A: Basic Grants Low-Income and Neglected	1000
5.2 Continue to offer community-building events and celebrations of student learning. <ul style="list-style-type: none"> • Read Across America/Career Day • Douglass Middle School Peer Mentors • UC Davis/Douglass Middle School Mentors • Pioneer High School Leadership Students • United Way/Woodland Community College (District pays for transportation) • Mondavi Center (Grant Funded/PTA pays for transportation) • Lion's Club Kindle Reading Campaign • Kiwani's Club Book Oasis • 2nd Grade Kindness Concert • Grades 4-6 Walkthrough History • 5th Grade State Reports • Annual Harvest Festival 	Academic Year 2018-19	All Teachers, Specialists and Principal	Read Across America/Career Day	Site Discretionary	150

VII. Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal A

SUBJECT: Centralized Services for Planned Improvements in Student Performance in

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

VII. Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal B

SUBJECT: Centralized Services for Planned Improvements in Student Performance in

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

VII. Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal C

SUBJECT: Centralized Services for Planned Improvements in Student Performance in

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

VII. Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal D

SUBJECT: Centralized Services for Planned Improvements in Student Performance in

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

VII. Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal E

SUBJECT: Centralized Services for Planned Improvements in Student Performance in

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	123,872.00	-4,374.00
Site Discretionary	22,217.00	0.00
Title I Part A: Basic Grants Low-Income	44,863.00	13,829.00
Title I Part A: Parent Involvement	1,109.00	-23.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Site Discretionary	22,217.00
Supplemental/Concentration	128,246.00
Title I Part A: Basic Grants Low-Income and Neglected	31,034.00
Title I Part A: Parent Involvement	1,132.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	64,277.72
Goal 2: All students will graduate high school and be	23,463.28
Goal 3: All students will be successful through the	65,819.00
Goal 4: Improve the English proficiency and academic	19,410.00
Goal 5: Excellence for All students is supported through	9,659.00

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following

- *Attend school regularly and punctually
- *Always try to do my best in my work and my behavior
- *Come to school each day prepared with appropriate materials and completed assignments
- *Communicate struggles/triumphs to both parents and teachers
- *Observe regular study hours
- *Conform to rules of student conduct at school and on the bus
- *Respect my self, my school, and my community
- *Take pride in my school
- *Believe that I can and will learn

Signature_____ Date_____

Parents Pledge:

I want my child to succeed. Therefore, I shall encourage him/her by doing the following:

- *Provide for the basic needs of my child so he/she is equipped and prepared to learn
- *Provide a home environment that encourages my child to learn
- *Motivate my child to attend school regularly and punctually
- *Provide appropriate materials, space, and a specific time for my child to study
- *Insist that all homework assignments be completed and review my child's homework regularly
- *Communicate regularly with my child's teachers
- *Together with the school, provide support in developing positive behaviors in school and at home
- *Support the school discipline policy by reviewing the Parent/Student Handbook
- *Talk with my child about his/her school activities every day
- *Read daily to/with my child and monitor his/her TV viewing
- *Show respect and support for my child, the teacher, and the school

Signature_____ Date_____

Staff Pledge:

It is important that students achieve. Therefore, I shall strive to do the following:

- *Believe and ensure that each student can learn
- *Show respect for each child and his/her family
- *Come to class prepared to teach
- *Provide a safe and caring learning environment where the student will begin to be responsible for his/her own behavior and learning
- *Help each child grow to his/her fullest potential
- *Provide appropriate homework experiences
- *Enforce school and classroom rules fairly and consistently
- *Encourage students and parents by providing information about student progress
- *See ways to communicate with parents and involve them in the school program

Signature_____ Date_____

X. School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Parveen Saenz	530-867-7037		X				
Kathy Harrison	530-613-6875			X			
Lisa Larimore	530-902-2829			X			
Rachel White	530-304-8093			X			
Marisol Cardona	530-723-8183				X		
Erica Leone	530-521-5453					X	
Sean Fuller	530-383-0744					X	
Brian Ash	530-666-4274					X	
Melissa Farkas	530-304-5887					X	
Michael Juarez	530-383-7301					X	
Numbers of members of each category:			1	2	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 6/7/2017.

Attested:

Nicole Kent

Typed Name of School Principal

Signature of School Principal

Date

Marisol Cardona

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date