



Gibson Elementary School

312 Gibson Rd. • Woodland, CA 95695-4765 • (530) 662-3944 • Grades K-6

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Woodland Joint Unified School District

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Principal's Message

Welcome to Gibson Elementary School, Home of the Gators!

Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,636 students in the 2019-20 school year. Opened in 1954, William B. Gibson School is located on Gibson Road, a street that is central to Woodland and home to many of the families who have attended and who currently attend our TK-6 campus. Our focus and hope for the approximately 481 students enrolled (in 2019-2020) is for them all to achieve their personal best, with proficiency in literacy and number sense. In addition to academic proficiency, we are committed to providing students with culturally rich environment, and access and opportunities to the visual and performing arts.

Gibson teachers and staff are dedicated to setting high standards and as professionals, staff models those expectations for others. To assist students in meeting the standards and high expectations set forth for them, Gibson teachers provide a combination of leveled, targeted, and differentiated instruction throughout the school day. The curriculum is standards-based and is supplemented by other evidence-based programs and technologies. Through PLC's (Professional Learning Communities) and Academic Conferences, teachers monitor individual student results progress, and revise goals and strategies as necessary based on student needs. We celebrate students through a robust, virtual PBIS (Positive Behavior Support and Intervention) rewards system, and with positive praise. Teachers mail home birthday and inspirational postcards every month and offer virtual office hours for families and students. Building positive relationships with our community and with our students is one of the many things that sets Gibson apart and sets all students up for success both now and in their future.

The Gibson staff truly believes that partnerships with families, teachers, and the administration will help all students be successful as they move toward college and careers. The most vital relationships are those with parents and community members, forged to create an environment in which students feel safe, secure, and ready to learn. We cannot express enough appreciation for all the parents who support our school by working with their children at home, volunteering at school, and providing donations of time and materials.

Vision

Every student at Gibson will achieve their personal best through creativity, and development of both logical and critical thinking.

Mission

Our mission is to create an atmosphere with high academic and social expectations for each student and adult. In order to meet this mission as a school community, we must:

- Build positive relationships among all school staff and the community at large
- Develop respect among our students for self, school, diversity and others
- Encourage and celebrate student success
- Implement exemplary instructional practices which make effective use of technology
- Create positive learning experiences which celebrate student achievement
- Establish strong partnerships with families

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	58
Grade 2	53
Grade 3	72
Grade 4	68
Grade 5	75
Grade 6	68
Total Enrollment	478

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	1.7
Asian	2.7
Filipino	0.4
Hispanic or Latino	64.9
White	24.7
Two or More Races	2.1
Socioeconomically Disadvantaged	59.2
English Learners	20.5
Students with Disabilities	17.8
Foster Youth	2.9
Homeless	1.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Gibson Elementary	18-19	19-20	20-21
With Full Credential	22	20	17
Without Full Credential	3	0	1
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Woodland Joint	18-19	19-20	20-21
With Full Credential	♦	♦	404
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Gibson Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	2

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Woodland Joint Unified School District held a Public Hearing on October 8, 2020 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2020, regarding textbooks in use during the 2020-2021 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Mathematics</p>	<p>Houghton Mifflin Harcourt –Math Expressions Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Science</p>	<p>Pearson Scott Foresman Adopted 2008</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%</p>
<p>History-Social Science</p>	<p>Prentice Hall Adopted 2006</p> <p>Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Health</p>	<p>Health Connected: Puberty Talks Adopted 2020</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Gibson Elementary School, originally constructed in 1954, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 24 classrooms, one library, one multipurpose room, one staff room, and two playgrounds. Recent modernization to the campus includes new exterior paint and a large amount of tree work. Facility information is current as of October 29, 2020.

Cleaning Process

The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication, 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/29/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gibson Multi Purpose Room: 2: (D) Vents or surrounding areas are dirty on high bay ceilings. 4: (D) Plaster or paint is damaged on the doors. 8: (D) Toilet/urinal/sink is not working, vacuum breaker is leaking in the last stall in the men's restroom. 9: (D) Sink/fountain missing knob or button in between the restrooms. Work order 42609. Gibson Room 29: 2: (D) Ventilation units are obstructed, the return has teachers items stacked in front of it. 7: (D) Electrical panel blocked. (D) Electrical outlet covers or light switch covers are damaged or missing, the duplex receptacle on the ceiling for the projector is missing. Work order 42620.
Interior: Interior Surfaces	Poor	Gibson Multi Purpose Room: 2: (D) Vents or surrounding areas are dirty on high bay ceilings. 4: (D) Plaster or paint is damaged on the doors. 8: (D) Toilet/urinal/sink is not working, vacuum breaker is leaking in the last stall in the men's restroom. 9: (D) Sink/fountain missing knob or button in between the restrooms. Work order 42609. Gibson Room 11: 4: (D) Ceiling tiles are stained 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) that is running to the Wi-Fi router.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>(D) lighting fixture or bulbs are not working or missing.</p> <p>9: (D) Water leak, on sink p trap was reported, the faucet needs an aerator as well.</p> <p>Work order 42609.</p> <p>Gibson Room 13:</p> <p>4: (D) Ceiling tiles are stained.</p> <p>7: Electrical outlet isn't 20a and may not be a GFCI.</p> <p>Work order 42613.</p> <p>Gibson Room 21:</p> <p>4: New floors look great.</p> <p>5: (D) Horizontal surfaces are excessively dusty/dirty, window sills need to be cleaned.</p> <p>11: (D) Paint is peeling, chipping or cracking on countertop.</p> <p>Work order 42616.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Fair</p>	<p>Gibson Room 08:</p> <p>5: (D) Horizontal surfaces are excessively dusty/dirty, dusting and cobwebbing is needed.</p> <p>7: (D) lighting fixture or bulbs are not working or missing.</p> <p>9: (D) Water pressure too high or low on the drinking fountain.</p> <p>15: (D) Door jambs have excessive scratches and wear marks, paint is wearing off.</p> <p>Work order 42611.</p> <p>Gibson Room 21:</p> <p>4: New floors look great.</p> <p>5: (D) Horizontal surfaces are excessively dusty/dirty, window sills need to be cleaned.</p> <p>11: (D) Paint is peeling, chipping or cracking on countertop.</p> <p>Work order 42616.</p> <p>Gibson Room 24:</p> <p>5: (D) Horizontal surfaces are excessively dusty/dirty, window sills are dusty with cobwebs.</p> <p>7: (D) Improper usage of surge protectors or daisy chain of surge protectors, the should not be used to plug in a fridge and microwave.</p> <p>Work order 42619.</p> <p>Gibson Room 7:</p> <p>5: (D) Horizontal surfaces are excessively dusty/dirty, dusting is needed.</p> <p>Work order 42622.</p>
<p>Electrical: Electrical</p>	<p>Poor</p>	<p>Gibson Room 08:</p> <p>5: (D) Horizontal surfaces are excessively dusty/dirty, dusting and cobwebbing is needed.</p> <p>7: (D) lighting fixture or bulbs are not working or missing.</p> <p>9: (D) Water pressure too high or low on the drinking fountain.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>15: (D) Door jambs have excessive scratches and wear marks, paint is wearing off. Work order 42611. Gibson Room 11: 4: (D) Ceiling tiles are stained. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) that is running to the Wi-Fi router. (D) lighting fixture or bulbs are not working or missing. 9: (D) Water leak, on sink p trap was reported, the faucet needs an aerator as well. Work order 42612. Gibson Room 18: 7: (D) Electrical components are damaged or not functioning properly, the end cap to the electrical and data. May be series 5400. 11: (D) Aerosols found (no aerosols are allowed) underneath sinks. Work order 42614. Gibson Room 24: 5: (D) Horizontal surfaces are excessively dusty/dirty, window sills are dusty with cobwebs. 7: (D) Improper usage of surge protectors or daisy chain of surge protectors, the should not be used to plug in a fridge and microwave. Work order 42619. Gibson Room 29: 2: (D) Ventilation units are obstructed, the return has teachers items stacked in front of it. 7: (D) Electrical panel blocked. (D) Electrical outlet covers or light switch covers are damaged or missing, the duplex receptacle on the ceiling for the projector is missing. Work order 42620.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>Poor</p>	<p>Gibson Multi Purpose Room: 2: (D) Vents or surrounding areas are dirty on high Bay ceilings. 4: (D) Plaster or paint is damaged on the doors. 8: (D) Toilet/urinal/sink is not working, vacuum breaker is leaking in the last stall in the men's restroom. 9: (D) Sink/fountain missing knob or button in between the restrooms. Work order 42609. Gibson Room 08: 5: (D) Horizontal surfaces are excessively dusty/dirty, dusting and cobwebbing is needed. 7: (D) lighting fixture or bulbs are not working or missing. 9: (D) Water pressure too high or low on the drinking fountain.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>15: (D) Door jambs have excessive scratches and wear marks, paint is wearing off. Work order 42611.</p> <p>Gibson Room 11: 4: (D) Ceiling tiles are stained. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) that is running to the Wi-Fi router. (D) lighting fixture or bulbs are not working or missing. 9: (D) Water leak, on sink p trap was reported, the faucet needs an aerator as well. Work order 42612.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Fair</p>	<p>Gibson Room 04: 11: (D) Aerosols found (no aerosols are allowed) under the sink. (D) Materials labeled "keep out of reach of children" are within reach of children under the sink. Work order 42610.</p> <p>Gibson Room 18: 7: (D) Electrical components are damaged or not functioning properly, the end cap to the electrical and data. May be series 5400. 11: (D) Aerosols found (no aerosols are allowed) underneath sinks. Work order 42614.</p> <p>Gibson Room 21: 4: New floors look great. 5: (D) Horizontal surfaces are excessively dusty/dirty, window sills need to be cleaned. 11: (D) Paint is peeling, chipping or cracking on countertop. Work order 42616.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>Gibson Room 08: 5: (D) Horizontal surfaces are excessively dusty/dirty, dusting and cobwebbing is needed. 7: (D) lighting fixture or bulbs are not working or missing. 9: (D) Water pressure too high or low on the drinking fountain. 15: (D) Door jambs have excessive scratches and wear marks, paint is wearing off. Work order 42611.</p>
<p>Overall Rating</p>	<p>Fair</p>	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	42	N/A	43	N/A	50	N/A
Math	24	N/A	28	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	21	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement

Our students benefit greatly when parents and community members are actively involved in school activities. Gibson Elementary School is proud to offer many options for parents to volunteer their time. These opportunities include volunteering in the classroom, school-wide projects, and as field trip chaperones. Parents and Community Members also have the option to participate in various fundraising activities, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), site safety committee, and School Site Council (SSC). Based on feedback from the ELAC, the English Learner Specialist and principal were trained to deliver the Latino Family Literacy Project, encouraging families of Spanish-speaking language learners to participate in a 16-week course reviewing reading strategies. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).

Student voice is captured in surveys that are completed at least once per year using the PBIS survey, along with additional questions regarding their feelings around safety and inclusion during recess and lunchtimes. The survey also includes open-ended responses. It is given to third through sixth-grade students and is student-friendly, using words along with emojis for each question. Students have a week to complete the survey and results are discussed with our PBIS team, SSC, ELAC, PTA, and our safety team. Between both the student surveys and parent survey, our school teams (PBIS, SSC, ELAC, and safety) continue to make decisions that benefit the students academically and social-emotionally.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Student safety is a priority of the Gibson School staff. Students are supervised throughout the day by teachers, administrators, classified staff and noon duty supervisors. There are designated areas for student drop-off and pick-up at the school. Teachers walk students out to these areas and provide supervision for them after school. Visitors to the school must check in at the main office and wear a visitor’s badge while on campus. Classroom visits must be arranged with administration prior to guests coming on campus.

Gibson Elementary School’s Comprehensive School Safety Plan is revised each fall by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency procedures. The Comprehensive School Safety Plan was last updated by the school safety team in December 2019 and was approved by the School Site Council in January 2020.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year. In the event of an emergency, the school’s Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.8	2.8	6.0	5.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.8

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	4		20	2	3		19	3	1	
1	19	4			19	2			18	1	2	
2	23		3		23		3		23	1	1	
3	27		3		20	3			22	1	2	
4	25		3		28		3		30	1	2	1
5	26		3		22		3		24		3	
6	22	2	3		25		3		27	1	2	
Other**					12	2			50	6		2

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,782
Mid-Range Teacher Salary	\$64,833	\$76,851
Highest Teacher Salary	\$91,792	\$97,722
Average Principal Salary (ES)	\$107,223	\$121,304
Average Principal Salary (MS)	\$112,421	\$128,629
Average Principal Salary (HS)	\$124,016	\$141,235
Superintendent Salary	\$224,180	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,097 to educate each student (based on 2018-19 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2019-2020 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies, Tobacco Use Prevention Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,882	\$1,694	\$5,189	\$68,741
District	N/A	N/A	\$6,868	\$68,811
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-27.9	-0.1
School Site/ State	-39.6	-14.2

Note: Cells with N/A values do not require data.