Gibson Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 web page 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.

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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Gibson Elementary School
Street	312 Gibson Rd.
City, State, Zip	Woodland, CA 95695-4765
Phone Number	(530) 662-3944
Principal	Diana B. Davidson
Email Address	diana.davidson@wjusd.org
School Website	gibson.wjusd.org
County-District-School (CDS) Code	57727100000000

2023-24 District Contact Information

District Name	Woodland Joint Unified School District
Phone Number	(530) 662-0201
Superintendent	Elodia Ortega-Lampkin
Email Address	elodia.lampkin@wjusd.org
District Website	www.wjusd.org

2023-24 School Description and Mission Statement

Welcome to Gibson Elementary School, Home of the Gators!

Gibson Elementary School is part of the Woodland Joint Unified School District which includes seven preschools, 11 elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, an online academy, and an adult school. The District served approximately 9,288 students in the 2022-2023 school year.

Opened in 1953, 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 currently attend our TK-6 school. Gibson's focus for the approximately 338 students enrolled in the 2022-2023 school year is to support all students in achieving to their highest potential, and to provide a wide variety of academic and social emotional opportunities that include reading, writing, math, science, history, visual/performing arts, physical education and multicultural experiences reflecting our diverse world.

To ensure our students progress toward meeting Common Core State Standards in all subject areas, and the high academic and social-emotional standards set forth for them, Gibson teachers and staff work collaboratively to plan and implement a combination of leveled, targeted, differentiated and project based instructional activities daily. The most up to date curriculum and educational technologies are employed to support Gibson students in becoming college and career ready. Through calendared grade level collaboration and Academic Conferences each trimester, teachers monitor individual student results and progress. Goals and instructional strategies are continually monitored and revised to meet the individual academic and social-emotional needs of each student. Positive school culture, student, family and staff relationships are supported using PBIS (Positive Behavior Interventions and Supports). Students are taught, retaught and provided opportunities to learn, exhibit and receive praise for positive behaviors and relationships. Administration and the teaching staff communicate regularly with Gibson families through the Parent Square app, text, email or via telep0hone. Building positive relationships with our students, families and the larger community makes our school a truly special place to learn and grow. These vital relationships create and support an environment in which students feel safe, secure, and ready to learn.

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	41
Grade 2	43
Grade 3	48
Grade 4	49
Grade 5	47
Grade 6	53
Total Enrollment	357

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6%
Male	50.4%
American Indian or Alaska Native	0.3%
Asian	3.4%
Black or African American	1.1%
Filipino	0.6%
Hispanic or Latino	63.6%
Two or More Races	6.7%
White	22.7%
English Learners	20.4%
Foster Youth	2.2%
Homeless	1.4%
Migrant	1.1%
Socioeconomically Disadvantaged	71.4%
Students with Disabilities	16.5%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.90	77.19	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.56	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.56	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.70	1.80	12115.80	4.41
Unknown	3.00	13.69	29.10	5.99	18854.30	6.86
Total Teaching Positions	21.90	100.00	485.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.40	89.32	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	1.20	5.80	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.20	1.68	11953.10	4.28
Unknown	1.00	4.83	18.00	3.70	15831.90	5.67
Total Teaching Positions	20.70	100.00	488.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 14, 2023 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 August 2023, regarding textbooks in use during the 2023-2024 school year.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	Yes	0.0%
Science	Pearson Scott Foresman Adopted 2008	No	0.0%
History-Social Science	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	Yes	0.0%
Health	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

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 December 12, 2023.

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.

Year and month of the most recent FIT report	12/12/2023 - 12/13/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gibson Multi-Purpose Room: Vents or grills are excessively dusty or dirt. Clean upper vents, ceiling area around vents #1260
Interior: Interior Surfaces	X			Gibson Room 15: Ceiling tiles have holes or stains. Evidence of roof leak. Repair leak and replace tiles #1266 Gibson Admin: Walls appear to have hazards from tears and holes. East wall of coordinators area holes need to be patched and painted #1267

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	Gibson D Girls Restroom: Lighting does not appear to be adequate. (1) light is out #1259 Gibson Room 02: Projector mount and wiring need to be removed #1262 Gibson Room 08: Projector mount needs to be removed #1264 Gibson Room 11: Projector mount and wiring need to be removed #1265 Gibson Room 12: Projector mount and wring need to be removed #1266 Gibson Admin: Data conduits (wire mold) needs to be either taken down or secured and covers placed. #1267 Gibson Kinder K1: Projector mount and wiring need to be removed #1269 Gibson Room 5: Projector mount and wiring need to be removed #1270 Room 1: 7: Projector mount and wiring need to be removed #1273
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Gibson Room 04: Water pressure is inadequate on sink and fountain does not work #1263 Gibson Room 08: Water pressure is inadequate on fountain #1264 Gibson Room 6: Water pressure is inadequate on fountain #1268 Portable 25: Faucet is loose #1271 Portable 28: A Leak is evident in faucet #1272
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Gibson Primary Playground: Need additional engineered wood fiber bark • Bolt on tan, metal "web" is loose (approx 7' up) #1261

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	28	37	38	47	46
Mathematics (grades 3-8 and 11)	22	22	24	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	205	198	96.59	3.41	27.78
Female	111	109	98.20	1.80	27.52
Male	94	89	94.68	5.32	28.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	130	98.48	1.52	16.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	58.82
White	40	38	95.00	5.00	50.00
English Learners	42	39	92.86	7.14	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	17.39
Socioeconomically Disadvantaged	151	147	97.35	2.65	22.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	35	89.74	10.26	11.43

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	205	201	98.05	1.95	21.89
Female	111	109	98.20	1.80	21.10
Male	94	92	97.87	2.13	22.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	130	98.48	1.52	14.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	52.94
White	40	38	95.00	5.00	39.47
English Learners	42	41	97.62	2.38	2.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	8.70
Socioeconomically Disadvantaged	151	149	98.68	1.32	15.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	36	92.31	7.69	2.78

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.85	28.26	19.88	19.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	49	98.00	2.00	28.57
Female	25	25	100.00	0.00	20.00
Male	25	24	96.00	4.00	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100.00	0.00	14.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	41.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	0.00	24.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.80%	89.30%	95.40%	94.80%	97.60%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Opportunities for parent involvement are continually being updated and offered. Our School Site Council (SSC) and English Learner Advisor Committee (ELAC) are the two main opportunities for parents to engage with, provide feedback for and monitor our academic and social-emotional programs and funding. Gibson parents are encouraged to attend Parent Teacher Association (PTA) meetings. Gibson School PTA is a member of the National Parent Teacher Association. Gibson PTA fundraises and supports extracurricular activities and supplements classroom and school-wide programs and projects. Field trips and other enrichment activities are offered throughout the year and parents are encouraged to participate and chaperone. The Latino Family Literacy Project is offered each school year encouraging and supporting families of Spanish-speaking language learners to participate in a 16-week course reviewing reading and literacy strategies. A variety of family nights are offered throughout the year for families and staff to engage with one another in a structured yet social atmosphere. Parents are also encouraged to participate in parent advisory committees supported at the District level.

Ensuring youth have an active and engaging experience at Gibson is an essential component to educating our youth. Youth voice is captured through Youth Advisory Council, Student Council and student suggestions to teachers and staff. Surveys produced by the students in conjunction with their council advisors are used to document student voice. Results of the student surveys are incorporated into the School Safety Plan and School Plan for Student Achievement.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	390	149	38.2
Female	200	192	68	35.4
Male	206	198	81	40.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	14	14	7	50.0
Black or African American	10	8	4	50.0
Filipino	2	2	1	50.0
Hispanic or Latino	253	244	96	39.3
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	28	26	8	30.8
White	88	86	25	29.1
English Learners	88	85	35	41.2
Foster Youth	8	8	3	37.5
Homeless	12	12	10	83.3
Socioeconomically Disadvantaged	296	285	122	42.8
Students Receiving Migrant Education Services	7	7	6	85.7
Students with Disabilities	82	79	34	43.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.58	5.42	0.21	5.89	6.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.42	0
Female	2.5	0
Male	8.25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.53	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.57	0
White	5.68	0
English Learners	2.27	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	5.41	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.88	0

2023-24 School Safety Plan

Student safety is a priority at Gibson Elementary School. The school campus is fully fenced. 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. Our CAFE (Community and Family Engagement) Specialist works with parents and other educational partners to insure the proper documentation and background checks are completed prior to volunteering.

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 and approved by School Site Council in September 2023.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards .Routine fire, earthquake, evacuation and lockdown drills are calendared, practiced, and reflected upon with changes occurring to improve protocols and communication. Once per year an off-site evacuation drill is practiced. Gibson administration works together with fire and law enforcement personnel to devise the best possible plan for safety of all students and staff. 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	3	
1	15	2	2	
2	13	3	2	
3	9	4	1	
4	20	4	2	1
5	11	4	2	
6	14	3	3	
Other	27	7		1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	2	
1	25		1	
2	14	1	2	
3	13	2	2	
4	19	1	1	
5	18	1	2	
6	18	1	2	
Other	10	7	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	446.25

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,238	$3,493	$5,745	$73,815
District	N/A	N/A	$6,454	$74,070
Percent Difference - School Site and District	N/A	N/A	-11.6	1.0
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	-32.0	-11.8

Fiscal Year 2022-23 Types of Services Funded

Woodland Joint Unified School District spent an average of $6,545 to educate each student (based on 2021-22 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2021-2022 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Grant, After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,218	$54,190
Mid-Range Teacher Salary	$68,659	$85,111
Highest Teacher Salary	$98,329	$104,999
Average Principal Salary (Elementary)	$111,843	$132,492
Average Principal Salary (Middle)	$117,266	$140,987
Average Principal Salary (High)	$129,360	$153,884
Superintendent Salary	$260,000	$255,503
Percent of Budget for Teacher Salaries	32.28%	32.09%
Percent of Budget for Administrative Salaries	4.96%	5.25%

Professional Development

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 5 professional development days take place annually prior to the school year commencing. 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:
Universal Design for Learning, TK-12
Ethnic Studies, Preschool-12
English Learner Roadmap, TK-12
Social Emotional Learning TK-12
Early Literacy TK-3
Differentiation

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0