

Gibson Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

General Information about the School Accountability Report Card (SARC)

2021-22 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	JaimeAnn Hopton
Email Address	jaimeann.hopton@wjusd.org
School Website	gibson.wjUSD.org
County-District-School (CDS) Code	57727100000000

2021-22 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 Address	www.wjusd.org

2021-22 School Overview

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, an online academy, and an adult school, and served approximately 9,658 students in the 2020-21 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 who currently attend our TK-6 campus. Our focus and hope for the approximately 433 students enrolled (in 2020-2021) 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 and high interest, relevant texts in the school and classroom libraries.

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 bi-weekly grade level collaboration and Academic Conferences each trimester, teachers monitor individual student results and 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 communicate regularly with families through the Parent Square app. 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 with school through PTA and ELAC, 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

2021-22 School Overview

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	50
Grade 2	55
Grade 3	48
Grade 4	64
Grade 5	67
Grade 6	72
Total Enrollment	433

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	1.2
Asian	2.8
Black or African American	2.3
Filipino	0.5
Hispanic or Latino	68.1
Two or More Races	2.5
White	21.2
English Learners	20.1
Foster Youth	1.2
Homeless	1.8
Socioeconomically Disadvantaged	56.1
Students with Disabilities	19.2

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 9, 2021 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 2021, regarding textbooks in use during the 2021-2022 school year.

Year and month in which the data were collected	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own 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	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006	No	0.0%
Foreign Language			
Health	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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 October 13, 2021.

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

10/13/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Multi Purpose Room: 2: (D) Vents or surrounding areas are dirty 8: Recommend to replace aerators in women's or clean the hard water off. (D) Toilet/urinal/sink is damaged, broken, or clogged, the vacuum breaker needs to be replaced in the first stall in the women's, the vacuum breaker needs to be replaced in the men's as well. 9: (D) Sink/fountain is damaged, the push bar to activate the water is damaged. 15: (D) Door jambs have excessive scratches and wear marks Work Order 47170
Interior: Interior Surfaces			X	D Boys Restroom: 4: (D) Ceiling tiles missing, damaged or loose. 3 tiles are misplaced. Work Order 46929 Room 12: 4: (D) Ceiling tiles missing, damaged or loose, there are a few tiles loose. 7: (D) Improper usage of extension cords or extension cord trip hazard to. Work Order 47171 Room 13: 4: (D) Walls have damage from cracks, tears, holes or water damage, top left corner when walking. Work Order 46933

School Facility Conditions and Planned Improvements

<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>D Girls Restroom: 5: (D) Areas evaluated have accumulated refuse, cobwebs present. Site Custodial Staff Room 1: 5: (D) Areas evaluated have accumulated refuse, dirt, and grime vacuuming needs a little attention. Site Custodial Staff Room 16: 5: (D) Flooring is excessively dirty/stained, carpet not vacuumed well. 9: Aerator needs to be replaced. Work Order 47172 Room 6: 5: (D) Flooring is excessively dirty/stained, carpet not vacuumed. 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlocked under the sink. Site Custodial Staff</p>
<p>Electrical</p>	X		<p>Room 12: 4: (D) Ceiling tiles missing, damaged or loose, there are a few tiles loose. 7: (D) Improper usage of extension cords or extension cord trip hazard to. Work Order 47171</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>Multi Purpose Room: 2: (D) Vents or surrounding areas are dirty 8: Recommend to replace aerators in women's or clean the hard water off. (D) Toilet/urinal/sink is damaged, broken, or clogged, the vacuum breaker needs to be replaced in the first stall in the women's, the vacuum breaker needs to be replaced in the mens as well. 9: (D) Sink/fountain is damaged, the push bar to activate the water is damaged. 15: (D) Door jambs have excessive scratches and wear marks Work Order 47170 Room 16: 5: (D) Flooring is excessively dirty/stained, carpet not vacuumed well. 9: Aerator needs to be replaced.</p>

School Facility Conditions and Planned Improvements

				Work Order 47172
Safety: Fire Safety, Hazardous Materials	X			Room 6: 5: (D) Flooring is excessively dirty/stained, carpet not vacuumed. 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlocked under the sink. Site Custodial Staff
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Multi Purpose Room: 2: (D) Vents or surrounding areas are dirty 8: Recommend to replace aerators in women's or clean the hard water off. (D) Toilet/urinal/sink is damaged, broken, or clogged, the vacuum breaker needs to be replaced in the first stall in the women's, the vacuum breaker needs to be replaced in the men's as well. 9: (D) Sink/fountain is damaged, the push bar to activate the water is damaged. 15: (D) Door jambs have excessive scratches and wear marks Work Order 47170 Primary Playground: 14: (D) Inadequate surface material in playground area (ex. fall zones have earth exposed or weed control netting exposed), needs to be redistributed. Work Order 46930 Room 10: 15: (D) Door jambs have excessive scratches and wear marks. Work Order 46931

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	5	2.06	97.94	--
Female	119	1	0.84	99.16	--
Male	124	4	3.23	96.77	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	169	3	1.78	98.22	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	1	1.89	98.11	--
English Learners	39	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	0	0	100	--
Socioeconomically Disadvantaged	139	1	0.72	99.28	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	5	10.87	89.13	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	5	2.06	97.94	--
Female	119	1	0.84	99.16	--
Male	124	4	3.23	96.77	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	169	3	1.78	98.22	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	1	1.89	98.11	--
English Learners	39	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	0	0.00	100.00	--
Socioeconomically Disadvantaged	139	1	0.72	99.28	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	5	10.87	89.13	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	243	206	85	15	38
Female	119	106	89	11	42
Male	124	99	80	20	34
American Indian or Alaska Native	12	11	92	8	55
Asian	4	4	100	0	100
Black or African American	7	6	86	14	17
Filipino	3	2	66	33	0
Hispanic or Latino	169	142	84	16	32

Native Hawaiian or Pacific Islander	3	1	33	66	100
Two or More Races	0	0	0	0	0
White	243	158	65	35	39
English Learners	39	34	87	13	3
Foster Youth	2	1	50	50	100
Homeless	3	1	33	66	0
Military	11	11	100	0	18
Socioeconomically Disadvantaged	28	21	75	25	19
Students Receiving Migrant Education Services	2	2	50	100	0
Students with Disabilities	45	28	62	38	18

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	243	205	85	15	30
Female	119	106	89	11	29
Male	124	102	81	19	29
American Indian or Alaska Native	12	12	100	0	80
Asian	4	4	100	0	20
Black or African American	7	5	70	30	90
Filipino	3	0	0	100	0
Hispanic or Latino	169	141	83	17	18
Native Hawaiian or Pacific Islander	3	75	28	10	0
Two or More Races	0	0	243	0	0
White	167	30		70	30
English Learners	39	31	80	20	3
Foster Youth	2	1	50	50	100
Homeless	3	0	0	100	0
Military	11	27	3	100	0
Socioeconomically Disadvantaged	19	5	45	68	32
Students Receiving Migrant Education Services	2	2	11	50	100
Students with Disabilities	28	4	0	63	37

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	NT	NT	NT	NT
Female	29	NT	NT	NT	NT
Male	31	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	41	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	33	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	11	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Our students benefit greatly when parents and community members are actively involved in school activities. When fully re-opened, Gibson Elementary School will be proud to once again, offer many options for parents to volunteer their time. These opportunities will include volunteering in the classroom, school-wide projects, and 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).

Youth engagement and development is encouraged at Gibson. Student surveys are completed at least twice per year using the PBIS (Positive Behavior Intervention and Support) 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. Students in grades 4-6 are also included in a student advisory committee, mirroring the SSC, and providing leadership and decision-making opportunities to students.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	444	98	22.1
Female	241	229	41	17.9
Male	224	215	57	26.5
American Indian or Alaska Native	5	5	0	0.0
Asian	14	12	1	8.3
Black or African American	11	10	2	20.0
Filipino	2	2	0	0.0
Hispanic or Latino	315	303	77	25.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	15	14	3	21.4
White	97	92	13	14.1
English Learners	96	95	33	34.7
Foster Youth	9	8	1	12.5
Homeless	9	8	4	50.0
Socioeconomically Disadvantaged	285	267	78	29.2
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	92	87	26	29.9

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.83	0.00	5.67	0.21	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.56	4.16	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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. Routine fire, earthquake, evacuation and lockdown drills are calendared, practiced, and reflected upon with changes occurring to improve protocols and communication.

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 2021.

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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	20	2	3	
1	19	2		
2	23		3	
3	20	3		
4	28		3	
5	22		3	
6	25		3	
Other	12	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19	3	1	
1	18	1	2	
2	23	1	1	
3	22	1	2	
4	30	1	2	1
5	24		3	
6	27	1	2	
Other	50	6		2

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

2020-21 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	

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,818	\$3,003	\$4,815	\$68,509
District	N/A	N/A	\$6,557	\$71,603
Percent Difference - School Site and District	N/A	N/A	-30.6	-4.4
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-54.7	-16.8

Types of Services Funded

Woodland Joint Unified School District spent an average of \$8,243 to educate each student (based on 2019-20 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, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$46,688	\$51,029
Mid-Range Teacher Salary	\$66,481	\$78,583
Highest Teacher Salary	\$95,210	\$99,506
Average Principal Salary (Elementary)	\$108,295	\$124,576
Average Principal Salary (Middle)	\$113,546	\$131,395
Average Principal Salary (High)	\$125,256	\$144,697
Superintendent Salary	\$224,180	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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:
 Universal Design for Learning, TK-12
 Ethnic Studies with the Acosta Group, Preschool-12
 English Learner Roadmap, TK-12
 Social Emotional Learning TK-12

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0

Woodland Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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 Address	www.wjusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4954	501	10.11	89.89	57.76
Female	2406	277	11.51	88.49	64.55
Male	2548	224	8.79	91.21	49.55
American Indian or Alaska Native	22	0	--	100.00	--
Asian	267	32	11.99	88.01	61.29
Black or African American	61	5	8.20	91.80	--
Filipino	28	7	25.00	75.00	--
Hispanic or Latino	3527	365	10.35	89.65	55.03
Native Hawaiian or Pacific Islander	21	2	9.52	90.48	--
Two or More Races	159	10	6.29	93.71	--
White	869	80	9.21	90.79	70.13
English Learners	977	48	4.91	95.09	12.77
Foster Youth	47	4	8.51	91.49	--
Homeless	90	4	4.44	95.56	--
Military	247	45	18.22	81.78	50.00
Socioeconomically Disadvantaged	3016	272	9.02	90.98	56.77
Students Receiving Migrant Education Services	119	10	8.40	91.60	--
Students with Disabilities	733	73	9.96	90.04	26.76

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4954	464	9.37	90.63	33.63
Female	2406	253	10.52	89.48	34.41
Male	2548	211	8.28	91.72	32.69
American Indian or Alaska Native	22	0	--	100.00	--
Asian	267	30	11.24	88.76	53.57
Black or African American	61	6	9.84	90.16	--
Filipino	28	7	25.00	75.00	--
Hispanic or Latino	3527	338	9.58	90.42	27.71
Native Hawaiian or Pacific Islander	21	2	9.52	90.48	--
Two or More Races	159	9	5.66	94.34	--
White	869	72	8.29		52.78
English Learners	977	43	4.40	95.60	12.20
Foster Youth	47	4	8.51	91.49	--
Homeless	90	2	2.22	97.78	--
Military	247	36	14.57	85.43	22.22
Socioeconomically Disadvantaged	3016	251	8.32	91.68	30.20
Students Receiving Migrant Education Services	119	8	6.72	93.28	--
Students with Disabilities	733	68	9.28	90.72	19.12

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

