Gibson Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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.

2022-23 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

2022-23 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

2022-23 School Overview

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 9307 students in the 2021-2022 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 357students enrolled in the 2021-2022 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. 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-

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	47
Grade 2	49
Grade 3	51
Grade 4	46
Grade 5	59
Grade 6	61
Total Enrollment	378

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.8
Asian	2.1
Black or African American	1.1
Filipino	0.3
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.1
White	22.2
English Learners	20.6
Foster Youth	1.6
Homeless	1.1
Migrant	1.1

Socioeconomically Disadvantaged	74.1	
Students with Disabilities	19.0	

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	9.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.30	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 22, 2022 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 2022, regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected	August 2022

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%
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 November 29, 2022.

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	11/23/2022 - 11/29/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Gibson Room 12: 4: Paint wall behind sink Work order 51972 Gibson Room 27: 4: Wallcovering in NE corner needs to be repaired 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 51975 Gibson Room 14: 4: (D) Ceiling tiles have holes or stains. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 51976 Gibson Room 17: 4: (D) Ceiling tiles are missing. Work order 51977 Gibson Room 5: 4: (D) Ceiling tiles have holes or stains. Some tiles need to be painted 7: Remove white "TV" coax cable from around the room Work order 51978
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Gibson Multi-Purpose Room: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Several lights in MPR are out (on stage as well) Exit lights do not appear to be working 8: Women's toilet had loose/damaged seat 9: Drinking fountain handle needs to be replaced 15: Door closures are damaged (SW corner) Work order 51963 Gibson Room 02: 7: Remove white "TV" coax cable from around the room Work order 51964 Gibson Room 04: 7: Remove white "TV" coax cable from around the room Work order 51965 Gibson Room 08: 7: (D) Lighting appears to be inadequate and is not working properly. 9: (D) Water pressure is inadequate. Drinking fountain has low pressure Work order 51966 Gibson Room 09: 7: Outlet below TV is not mounted properly Work order 51967 Gibson Room 11: 7: Paging system is very loud Work order 51971 Gibson Room 16: 7: Wire mold below TV needs endcap

				Work order 51974 Gibson Room 27: 4: Wallcovering in NE corner needs to be repaired 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 51975 Gibson Room 14: 4: (D) Ceiling tiles have holes or stains. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 51976 Gibson Room 5: 4: (D) Ceiling tiles have holes or stains. Some tiles need to be painted 7: Remove white "TV" coax cable from around the room Work order 51978 Room 3: 7: Remove white "TV" coax cable from around the room Work order 51981
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Gibson Multi-Purpose Room: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Several lights in MPR are out (on stage as well) Exit lights do not appear to be working 8: Women's toilet had loose/damaged seat 9: Drinking fountain handle needs to be replaced 15: Door closures are damaged (SW corner) Work order 51963 Gibson Room 08: 7: (D) Lighting appears to be inadequate and is not working properly. 9: (D) Water pressure is inadequate. Drinking fountain has low pressure Work order 51966 Gibson Room 13: 8: men toilet seat needs to be replaced Work order 51973 Gibson Room 14: 4: (D) Ceiling tiles have holes or stains. 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 51976 Gibson Room K1: 9: Sink in counselors room does not work (very little water pressure) Work order 51979 Playground Restrooms: 8: Men - (D) Water pressure is inadequate. Third sink does not work properly Women - Fifth stall toilet is leaking at base Work order 51980
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Gibson Multi-Purpose Room: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Several lights in MPR are out (on stage as well) Exit lights do not appear to be working 8: Women's toilet had loose/damaged seat 9: Drinking fountain handle needs to be replaced 15: Door closures are damaged (SW corner) Work order 51963 Gibson Room 10: 15: South door is difficult to close Work order 51969

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	30	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	24	N/A	33

2021-22 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	211	199	94.31	5.69	30.30
Female	106	106	100.00	0.00	33.96
Male	105	93	88.57	11.43	26.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	133	94.33	5.67	21.80
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	13	100.00	0.00	58.33

White	48	45	93.75	6.25	48.89
English Learners	28	27	96.43	3.57	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	28	28	100.00	0.00	10.71
Socioeconomically Disadvantaged	148	137	92.57	7.43	23.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	24	66.67	33.33	21.74

2021-22 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	211	198	93.84	6.16	22.22
Female	106	106	100.00	0.00	23.58
Male	105	92	87.62	12.38	20.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	133	94.33	5.67	13.53
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	12	92.31	7.69	41.67
White	48	45	93.75	6.25	40.00
English Learners	28	27	96.43	3.57	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	28	28	100.00	0.00	10.71
Socioeconomically Disadvantaged	148	136	91.89	8.11	16.91
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	36	23	63.89	36.11	8.70

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	28.85	NT	19.88	28.5	29.47

2021-22 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	53	52	98.11	1.89	28.85
Female	32	32	100	0	28.13
Male	21	20	95.24	4.76	30
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	40	40	100	0	22.5
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100	0	22.86
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	98.0%	96.0%	96.0%	96.0%	96.0%

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.

2022-23 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, and student recommendations are incorporated into the School Plan and Safety Plan.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	412	393	174	44.3
Female	202	195	81	41.5
Male	209	198	93	47.0
American Indian or Alaska Native	4	3	1	33.3
Asian	10	9	3	33.3
Black or African American	6	5	5	100.0
Filipino	1	1	0	0.0

Hispanic or Latino	272	260	121	46.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	23	13	56.5
White	91	87	30	34.5
English Learners	83	82	32	39.0
Foster Youth	10	10	4	40.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	304	289	143	49.5
Students Receiving Migrant Education Services	5	5	1	20.0
Students with Disabilities	80	77	41	53.2

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.58	0.21	5.89	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.58	0.00

Female	1.49	0.00
Male	9.57	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	5.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.70	0.00
White	2.20	0.00
English Learners	1.20	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.25	0.00

2022-23 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.

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 2022.

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. 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.

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

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	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$6,653	$1,879	$4,774	$68,590
District	N/A	N/A	$5,707	$73,100
Percent Difference - School Site and District	N/A	N/A	-17.8	-6.4
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	-32.0	-19.1

2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of $5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 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,

2021-22 Types of Services Funded

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$47,505	$52,478
Mid-Range Teacher Salary	$67,644	$80,810
Highest Teacher Salary	$96,876	$101,276
Average Principal Salary (Elementary)	$110,190	$127,080
Average Principal Salary (Middle)	$115,533	$134,264
Average Principal Salary (High)	$127,448	$147,200
Superintendent Salary	$246,598	$242,351
Percent of Budget for Teacher Salaries	33%	33%
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. 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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0