

Gibson Elementary School

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

Nicole Kent, Principal

Nicole.Kent@wjusd.org

<http://www.gibson.wjusd.org/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Woodland Joint Unified School District

435 Sixth Street
Woodland, CA 95695-4109
(530) 662-0201
www.wjusd.org

District Governing Board

Michael Pyeatt, President
Tico Zendejas, Vice President
Tania Tafoya, Clerk
Morgan Childers
Debbie Decker
Teresa Guerrero
Karen Rosenkilde-Bayne

District Administration

Thomas Pritchard
Superintendent
Stacy Spector
Assistant Superintendent
Educational Services

Lewis Wiley, Jr.
Assistant Superintendent
Business Services

Danyel Conolley
Senior Director
Human Resource Services

School Description

Principal's Message

Welcome to Gibson Elementary School, Home of the Gators! At Gibson, we take our role in public service seriously. We believe that it is teamwork between families, teachers, and the administration which will help our children be successful as they move into careers during the 21st century. It is our goal to form strong partnerships with parents and community members in order to propel our students forward. We believe in setting high standards and helping our students reach them by providing academic support and positive relationships with parents and caregivers. Our focus for the 2015-16 school year will be to continue focusing our efforts to improve our student achievement and keep our positive climate going! Over the past three years, we have had steady academic growth, and held high standards for behavior. We celebrate students who meet those standards during our monthly spirit assemblies. In addition, Gibson teachers provide a combination of leveled, targeted instruction and differentiated instruction in the classroom during different parts of the school day. As an added service, we will be providing more intervention services both within the school day and beyond. We cannot express our appreciation loudly enough for all the parents who support our school by working with their children at home, volunteering at school, and providing donations of time and materials. Working together, we can get every Gibson student to succeed.

Vision

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

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 relationship 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.

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,550 students in the 2015-16 school year.

Gibson Elementary School operates on a traditional schedule and is committed to meeting and exceeding high academic standards school wide. For the 2015-2016 school year, Gibson had 601 students enrolled in grades transitional kindergarten through six.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	109
Grade 1	61
Grade 2	83
Grade 3	73
Grade 4	82
Grade 5	95
Grade 6	85
Total Enrollment	588

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	3.4
Filipino	0.2
Hispanic or Latino	62.9
Native Hawaiian or Pacific Islander	0
White	29.4
Two or More Races	1.9
Socioeconomically Disadvantaged	62.9
English Learners	26
Students with Disabilities	15.8
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Gibson Elementary School	15-16	16-17	17-18
With Full Credential	29.4	25	27
Without Full Credential	1.6	1	1
Teaching Outside Subject Area of Competence	0	1	0
Woodland Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Gibson Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	28
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	2

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2017, regarding textbooks in use during the 2017-2018 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Gibson Elementary School, originally constructed in 1954, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 24 classrooms, one library, one multipurpose room, one staff room, and two playgrounds. Recent modernization to the campus includes new exterior paint and a large amount of tree work. Facility information is current as of September 15, 2017.

Cleaning Process

The Principal works daily with the custodial staff of two (one full-time, one part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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 time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Boys Restroom by Big Playground: Floors dirty, FRP dirty (low) door pulls dirty Girls Restroom by Big Playground: Floors dirty frp dirty low door pulls dirty ceiling tiles askew.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 5: inadequate access to paper towell dispenser 12" ceiling tile loose (4) all other items ok.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Multi Purpose Room: Fire Extinguisher - 4/31/2017. Custodial items and programatic items stacked up, making the wheelchair lift inaccessible. Playground: Playground was overall in good condition. The only note was one of the slides was sticky due to the white flies in the tree that was overhanging. Recommending a white fly treatment on the tree. Room 29: Cobwebs in the window sill need to be taken care of.
Electrical: Electrical		X		Room 15: Electrical wall plate needed to the left as you walk in the room, looked to be low voltage fire alarm. Room 28: New exterior screens are needed for the front of the portable. The projector receptical needs a duplex receptical plate.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking Fountain: Drinking fountain next to room 15 needs adjustment. Work order 26120 was completed for needed repairs.
Safety: Fire Safety, Hazardous Materials	X			Multi Purpose Room: Fire Extinguisher - 4/31/2017. Custodial items and programatic items stacked up, making the wheelchair lift inaccessible.
Structural: Structural Damage, Roofs	X			Room 25: The ramp into the portable needs the siding replaced. Work order number 26121 was completed for needed repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 28: New exterior screens are needed for the front of the portable. The projector receptical needs a duplex receptical plate. Work order number 26122 was completed for needed repairs.
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	32	30	40	38	48	48
Math	18	19	27	27	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	87	84	96.6	44.1
Male	46	45	97.8	44.4
Female	41	39	95.1	43.6
Hispanic or Latino	50	47	94.0	36.2
White	32	32	100.0	56.3
Socioeconomically Disadvantaged	61	59	96.7	39.0
English Learners	16	15	93.8	26.7
Students with Disabilities	17	17	100.0	52.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	56	44	53	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.9	22.7	12.5

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	345	323	93.62	29.72
Male	200	184	92	23.37
Female	145	139	95.86	38.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	14.29
Filipino	--	--	--	--
Hispanic or Latino	215	204	94.88	24.51
White	100	89	89	42.7
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	210	95.02	22.38
English Learners	104	99	95.19	20.2
Students with Disabilities	59	46	77.97	17.39
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	345	322	93.33	18.94
Male	200	183	91.5	18.58
Female	145	139	95.86	19.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	13	92.86	23.08
Filipino	--	--	--	--
Hispanic or Latino	215	204	94.88	14.22
White	100	89	89	26.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	207	93.67	13.04
English Learners	104	97	93.27	11.34
Students with Disabilities	59	47	79.66	10.64
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

The school district benefits from extensive support from parents and community members. Gibson Elementary School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, noon duty supervisors, field trip chaperones, fund raising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council membership. The Dads on Campus group provides help and support with projects around the school.

State Priority: School Climate

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

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

School Safety Plan

The safety of students is a priority of the 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, and 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 prior to guests coming on campus.

Gibson Elementary School's Site 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 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, including monthly fire evacuations, bimonthly earthquake drills, and intruder drills, which are held three times a 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. The safety plan was last reviewed with staff in August 2015 during teacher pre-service days.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.5	8.5	4.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2007-2008
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.6
Psychologist	.6
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	1
Resource Specialist	1.8
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	17	19		3	3	5	3	3			
1	22	20	19		2	3	4	2				
2	26	25	27				3	3	3			
3	30	23	24				3	3	3			
4	28	29	25				3	3	3			
5	30	28	28				3	3	3			
6	33	30	22			1	1	3	3	1		
Other	7	10	15	2	1	1						

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

Professional Development provided for Teachers

The 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. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,475	\$46,511
Mid-Range Teacher Salary	\$62,310	\$73,293
Highest Teacher Salary	\$86,258	\$92,082
Average Principal Salary (ES)	\$106,757	\$113,263
Average Principal Salary (MS)	\$114,823	\$120,172
Average Principal Salary (HS)	\$121,527	\$131,203
Superintendent Salary	\$211,312	\$213,732
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

Woodland Joint Unified School District spent an average of \$11,330 to educate each student (based on 2016-17 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2016-2017 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES Counseling Grant Federal, Special Education Federal, Vocational and Applied Secondary Lottery Agriculture Vocational Grant Elementary Counseling Grant Title I Title II Title III Special Ed- State Medi-Cal Small Learning Communities Partnership Academies

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,479	\$861	\$3,618	\$65,646
District	♦	♦	\$4,126	\$65,991
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-12.3	7.7
Percent Difference: School Site/ State			-32.3	-5.2

* Cells with ♦ do not require data.