Gibson Elementary School

312 Gibson Rd. • Woodland, CA 95695-4765 • (530) 662-3944 • Grades K-6
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Woodland Joint Unified School District
435 Sixth Street
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www.wjusd.org

District Governing Board

Debbie Decker, President

Morgan Childers, Vice President

Karen Rosenkilde-Bayne, Clerk

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Teresa Guerrero

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Vacant Position

District Administration

Thomas Pritchard
Superintendent

Elodia Ortega-Lampkin
Associate Superintendent
Educational Services

Lewis Wiley, Jr.
Assistant Superintendent
Business Services

Danyel Conolley
Senior Director
Human Resource Services

Principal's Message

Welcome to Gibson Elementary School, Home of the Gators!

Our Gibson staff truly believes that partnerships with families, teachers, and the administration will help all our children be successful as they move into careers during the 21st century. It remains our goal to form strong relationships with parents and community members in order to create an environment in which students feel safe, secure, and ready to learn.

In addition, our staff is dedicated to setting high standards and helping our students achieve by providing appropriate academic and behavioral support as needed. We celebrate students who meet these standards during our monthly spirit assemblies. Gibson teachers provide a combination of leveled, targeted, and differentiated instruction throughout the school day. There are also opportunities for academic and behavior interventions services both within the school day and after school. We cannot express enough appreciation for all the parents who support our school by working with their children at home, volunteering at school, and providing donations of time and materials. Working together, we can ensure that all our Gibson Gators are set up for success!

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 relationships among all school staff and the community at large.
- develop respect among our students for self, school, diversity and others
- encourage and celebrate student success
- implement exemplary instructional practices which make effective use of technology
- create positive learning experiences which celebrate student achievement
- establish strong partnerships with families.

About the SARC

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

- For more information about SARC requirements, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	101
Grade 1	79
Grade 2	71
Grade 3	85
Grade 4	79
Grade 5	84
Grade 6	98
Total Enrollment	597

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.8
American Indian or Alaska Native	0.5
Asian	3.9
Filipino	0.2
Hispanic or Latino	62.3
Native Hawaiian or Pacific Islander	0.0
White	27.8
Socioeconomically Disadvantaged	64.7
English Learners	25.3
Students with Disabilities	16.4
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Gibson Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	25	27	22
Without Full Credential	1	1	3
Teaching Outside Subject Area of Competence	1	0	1
Woodland Joint Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	474
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Gibson Elementary School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	2	1

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Woodland Joint Unified School District held a Public Hearing on September 27, 2018 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 2018, regarding textbooks in use during the 2018-2019 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
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%

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 13, 2018.

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/13/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Gibson Playground: 5: (D) Horizontal surfaces are excessively dusty/dirty. The large slide should be pressure washed.
Electrical: Electrical	Fair	Gibson Room 15: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) near large set of windows. 11: (D) Materials labeled "keep out of reach of children" are within reach of children under sink. Gibson Room 16: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) on door. 11: (D) Materials labeled "keep out of reach of children" are within reach of children under sink. Gibson Room 6: 7: (D) lighting fixture or bulbs are not working or missing. 11: (D) Materials labeled "keep out of reach of children" are within reach of children. Under the sink. Maintenance and Operations Work Order #32088
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Gibson Multi Purpose Room: 8: Aerator needed on faucet in womens room. (D) Toilet/urinal/sink is damaged, broken, or clogged - vacuum breaker is leaking in large stall in mens. Maintenance and Operations Work #320898

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/13/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Safety: Fire Safety, Hazardous Materials	Poor	Gibson Room 02: 11: (D) Materials labeled "keep out of reach of children" are within reach of children Gibson Room 09: 11: (D) Materials labeled "keep out of reach of children" are within reach of children. Under sink unlocked. 15: Door seals on the trim should be replaced. Gibson Room 10: 11: (D) Materials labeled "keep out of reach of children" are within reach of children Gibson Room 15: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) near large set of windows. 11: (D) Materials labeled "keep out of reach of children" are within reach of children under sink. Gibson Room 16: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) on door. 11: (D) Materials labeled "keep out of reach of children" are within reach of children under sink. Gibson Room 27: 11: (D) Materials labeled "keep out of reach of children" are within reach of children Gibson Room 28: 11: (D) Materials labeled "keep out of reach of children" are within reach of children Gibson Room 6: 7: (D) lighting fixture or bulbs are not working or missing. 11: (D) Materials labeled "keep out of reach of children" are within reach of children. Under the sink. Maintenance and Operations Work Order #32087
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	30.0	30.0	38.0	40.0	48.0	50.0
Math	19.0	20.0	27.0	29.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	21.7	30.1	14.5

* 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 2017-18 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	331	322	97.28	29.81
Male	177	173	97.74	23.70
Female	154	149	96.75	36.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	10	90.91	50.00
Filipino	--	--	--	--
Hispanic or Latino	212	206	97.17	24.27
White	90	88	97.78	38.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	210	97.22	23.81
English Learners	112	105	93.75	24.76
Students with Disabilities	42	41	97.62	9.76
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 2017-18 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	332	325	97.89	19.69
Male	177	174	98.31	22.41
Female	155	151	97.42	16.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	27.27
Filipino	--	--	--	--
Hispanic or Latino	213	208	97.65	14.42
White	90	88	97.78	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	217	213	98.16	13.15
English Learners	112	108	96.43	12.04
Students with Disabilities	43	41	95.35	7.32
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 school site

Opportunities for Parental Involvement (School Year 2018-19)
Our students benefit greatly from opportunities for parents and community members to be involved in school activities. Gibson Elementary School is proud to offer many options for parents to volunteer their time. These opportunities include volunteering in the classroom, school-wide projects, and as field trip chaperones. Parents and Community Members also have the options to participate in the daily pledge before school, various fund raising activities, our English Learner Advisory Committee (ELAC), our Parent Teacher Association (PTA), and our School Site Council.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

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

Gibson Elementary School's Comprehensive School Safety Plan is revised each fall by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency procedures. The Comprehensive School Safety Plan was last updated by the school safety team in November, 2018 and was approved by the School Site Council in November, 2018 as well.

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

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	8.5	4.6	5.8
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.8	6.3	6.0
Expulsions Rate	0.0	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	17	19	21	3	3	1	3	3	4			
1	20	19	19	2	3	4	2					
2	25	27	23				3	3	3			
3	23	24	27				3	3	3			
4	29	25	25				3	3	3			
5	28	28	26				3	3	3			
6	30	22	22		1	2	3	3	3			
Other	10	15		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

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

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

Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
UC Davis Math Project: Focus on Conceptual Understanding, TK-12
Ethnic Studies with the Acosta Group, Preschool-12
UC Davis History Project: Understanding the History/Social Science Framework, TK-12
Literacy for All Content Areas with Maria Losee, Grades 5-12
Restorative Practices, TK-12
Innovator Cohort: Google certification classes for teachers

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,910	$47,547
Mid-Range Teacher Salary	$62,933	$74,775
Highest Teacher Salary	$87,121	$93,651
Average Principal Salary (ES)	$106,757	$116,377
Average Principal Salary (MS)	$114,823	$122,978
Average Principal Salary (HS)	$121,527	$135,565
Superintendent Salary	$211,312	$222,853
Percent of District Budget		
Teacher Salaries	36.0	35.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 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	$66,356
State	♦	♦	$7,125	$76,522
Percent Difference: School Site/District			-12.3	7.7
Percent Difference: School Site/ State			-32.3	-5.2

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 2017-2018 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 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).

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.