



# Gibson Elementary School

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

JaimeAnn Hopton, Principal  
jaimeann.hopton@wjusd.org  
<http://www.gibson.wjusd.org/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Woodland Joint Unified School District

435 Sixth Street  
Woodland, CA 95695-4109  
(530) 662-0201  
[www.wjusd.org](http://www.wjusd.org)

#### District Governing Board

Morgan Childers, President

Jake Whitaker, Vice President

Teresa Guerrero, Clerk

Deborah Bautista Zavala

Debbie Decker

Karen Rosenkilde-Bayne

Rogelio Villagrana

#### District Administration

Thomas Pritchard  
Superintendent

Elodia Ortega-Lampkin  
Associate Superintendent  
Educational Services

Lewis Wiley, Jr.  
Associate Superintendent  
Business Services

Leanee Medina Estrada  
Assistant Superintendent  
Human Resource Services

### Principal's Message

Welcome to Gibson Elementary School, Home of the Gators!

Opened in 1954, Gibson Elementary is named after the street on which it stands - Gibson Road. It's a street central to Woodland, and is home to many of the families who have attended and who currently attend our TK-6 campus. Our focus and hope for the approximately 511 students enrolled (in 2018-2019) is for them all to achieve their personal best, with proficiency in literacy and number sense. WJUSD overall served approximately 9,782 students in the 2018-2019 school year.

The Gibson staff truly believes that partnerships with families, teachers, and the administration will help all students be successful as they move toward college and careers. The most vital relationships are those with parents and community members, forged to create an environment in which students feel safe, secure, and ready to learn. We cannot express enough appreciation for all the parents who support our school by working with their children at home, volunteering at school, and providing donations of time and materials.

Gibson teachers and staff are dedicated to setting high standards and as professionals, staff models those expectations for others. To assist students in meeting the standards and high expectations set forth for them, Gibson teachers provide a combination of leveled, targeted, and differentiated instruction throughout the school day. The curriculum is standards-based and is supplemented by other evidence-based programs and technologies. Through PLC's (Professional Learning Communities), teachers monitor individual student results progress, and revise goals and RTI (Response to Intervention) strategies as necessary based on student needs. There are also opportunities for academic and behavior interventions services both within the school day and after school. We celebrate students during our monthly spirit assemblies hosted by Student Council, through a robust PBIS (Positive Behavior Support and Intervention) rewards system, and with positive praise, both verbal and through positive postcards that are mailed home. Building positive relationships with our community and with our students is one of the many things that sets Gibson apart and sets all students up for success both now and in their future.

### Vision

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

### Mission

Our mission is to create an atmosphere with high academic and social expectations for each student and adult. In order to meet this mission as a school community, we must:

- Build positive relationships among all school staff and the community at large
- Develop respect among our students for self, school, diversity and others
- Encourage and celebrate student success
- Implement exemplary instructional practices which make effective use of technology
- Create positive learning experiences which celebrate student achievement
- Establish strong partnerships with families

## About 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	56
Grade 2	71
Grade 3	67
Grade 4	86
Grade 5	68
Grade 6	80
<b>Total Enrollment</b>	<b>511</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1
Asian	4.3
Hispanic or Latino	63.4
White	26.2
Two or More Races	2.2
Socioeconomically Disadvantaged	64
English Learners	24.1
Students with Disabilities	14.5
Foster Youth	2.5
Homeless	2.2

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Gibson Elementary	17-18	18-19	19-20
With Full Credential	27	22	20
Without Full Credential	1	3	0
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Woodland Joint	17-18	18-19	19-20
With Full Credential	♦	♦	413
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Gibson Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	2	1	0

\* 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 2019-20)

Woodland Joint Unified School District held a Public Hearing on September 26, 2019 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 2019, regarding textbooks in use during the 2019-2020 school year.

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

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

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 18, 2019.

##### 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.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 9/18/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Gibson Room 15: 4: (D) Ceiling tiles missing, damaged or loose. (D) Ceiling tiles are stained. Counter top laminate is damaged by sink. 9: Aerator is missing on sink. Work Order 38635
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Gibson Room 08: 7: (D) Lighting fixture or bulbs are not working or missing. 15: (D) Door jambs have excessive scratches and wear marks, door jamb seal is damaged. Gibson Room 26: 7: (D) Lighting fixture or bulbs are not working or missing 11: (D) Paint in peeling, chipping or cracking on hand rail on the exterior. Gibson Room 27: 7: (D) Improper usage of extension cords or extension cord trip hazard. Microwave and fridge are on an extension cord. 11: (D) Paint in peeling, chipping or cracking on exterior ramp. Work Orders 38634, 38638, and 38640
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Gibson Multi Purpose Room: 9: (D) Water leak- vacuum breaker leaking in the boys bathroom stall. The tail piece is leaking in the first stall in the girls restroom. Work Order 38631

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>Fair</p>	<p>Gibson Room 03: 11: (D) Materials labeled "keep out of reach of children" are within reach of children. Unlabeled bottles, significant hazard. (D) Aerosols found (no aerosols are allowed). 15: (D) Door jambs have excessive scratches and wear marks, weather strip is damaged on door jamb.</p> <p>Gibson Room 04: 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled bottles, hazard to children. (D) Aerosols found (no aerosols are allowed) 15: (D) Door jambs have excessive scratches and wear marks, door jamb seal damaged.</p> <p>Gibson Room 25: 11: (D) Paint in peeling, chipping or cracking on ramp and railing.</p> <p>Gibson Room 26: 7: (D) Lighting fixture or bulbs are not working or missing 11: (D) Paint in peeling, chipping or cracking on hand rail on the exterior.</p> <p>Gibson Room 27: 7: (D) Improper usage of extension cords or extension cord trip hazard. Microwave and fridge are on an extension cord. 11: (D) Paint in peeling, chipping or cracking on exterior ramp.</p> <p>Gibson Room 6: 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled bottles. 15: (D) Door jambs have excessive scratches and wear marks, door jamb seal is damaged.</p> <p>Work Orders 38632, 38633, 38636, 38638, and 38640</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>Good</p>	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Gibson Room 03: 11: (D) Materials labeled "keep out of reach of children" are within reach of children. Unlabeled bottles, significant hazard. (D) Aerosols found (no aerosols are allowed). 15: (D) Door jambs have excessive scratches and wear marks, weather strip is damaged on door jamb. Gibson Room 04: 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled bottles, hazard to children. (D) Aerosols found (no aerosols are allowed) 15: (D) Door jambs have excessive scratches and wear marks, door jamb seal damaged. Gibson Room 08: 7: (D) Lighting fixture or bulbs are not working or missing. 15: (D) Door jambs have excessive scratches and wear marks, door jamb seal is damaged. Gibson Room 6: 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled bottles. 15: (D) Door jambs have excessive scratches and wear marks, door jamb seal is damaged. Work Orders 38632, 38633, 38634, and 38641
<b>Overall Rating</b>	<b>Good</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	30	42	40	43	50	50
Math	20	24	29	28	38	39

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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.8	26.2	14.8

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	275	273	99.27	41.76
Male	144	142	98.61	32.39
Female	131	131	100.00	51.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	58.33
Hispanic or Latino	178	177	99.44	31.64
White	72	71	98.61	59.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44	32.39
English Learners	88	88	100.00	27.27
Students with Disabilities	37	35	94.59	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	275	272	98.91	23.90
Male	144	141	97.92	23.40
Female	131	131	100.00	24.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	25.00
Hispanic or Latino	178	177	99.44	18.08
White	72	70	97.22	37.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	175	98.87	16.57
English Learners	88	88	100.00	13.64
Students with Disabilities	37	35	94.59	8.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 option 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. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).

#### 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 December 2019 and was approved by the School Site Council in January 2020.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.6	5.8	2.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.0	5.7
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	0
Nurse	.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	2.0

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	3	3		21	1	4		20	2	3	
1	19	3			19	4			19	2		
2	27		3		23		3		23		3	
3	24		3		27		3		20	3		
4	25		3		25		3		28		3	
5	28		3		26		3		22		3	
6	22	1	3		22	2	3		25		3	
Other**	15	1							12	2		

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,084
Mid-Range Teacher Salary	\$64,833	\$76,091
Highest Teacher Salary	\$91,792	\$95,728
Average Principal Salary (ES)	\$107,223	\$118,990
Average Principal Salary (MS)	\$112,421	\$125,674
Average Principal Salary (HS)	\$124,016	\$137,589
Superintendent Salary	\$224,180	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

Woodland Joint Unified School District spent an average of \$9,537 to educate each student (based on 2017-18 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2018-2019 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, Title IV, Low Performing Student Block Grant, 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.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,917	\$1,406	\$4,511	\$65,338
District	N/A	N/A	\$7,609	\$69,150.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-51.1	7.7
School Site/ State	-32.3	-5.2

Note: Cells with N/A values 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.