

Gibson Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

2025-26 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	Lucy Villegas Woodall
Email Address	lucy.villegaswoodall@wjusd.org
School Website	gibson.wjUSD.org
Grade Span	K-6
County-District-School (CDS) Code	57727100000000

2025-26 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	www.wjUSD.org

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	56
Grade 2	50
Grade 3	37
Grade 4	39
Grade 5	50
Grade 6	52
Total Enrollment	344

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
Asian	2.9
Black or African American	2
Filipino	0.6
Hispanic or Latino	60.2
Two or More Races	8.4
White	24.1
English Learners	16.9
Foster Youth	0.9
Homeless	2.3
Migrant	1.2
Socioeconomically Disadvantaged	71.2
Students with Disabilities	25.9

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.

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)	18.4	89.32	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	1.2	5.8	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	1	4.83	18	3.7	15831.9	5.67
Total Teaching Positions	20.7	100	488.5	100	279044.8	100

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.

2022-23 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)	18.1	90.08	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.96	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.96	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	0	0	13.6	2.86	14303.8	5.15
Total Teaching Positions	20.1	100	477.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	19.7	95.19	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.81	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.7	2.01	13705.8	4.91
Total Teaching Positions	20.7	100	485.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 25, 2025 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 2025 regarding textbooks in use during the 2025-2026 school year.

Year and month in which the data were collected	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	0.0%
Science	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	0.0%
History-Social Science	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	0.0%
Health	Health Connected: Puberty Talks Adopted 2020	0.0%

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

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 10, 2025.

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

9/24/25-11/10/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MPR: Vents and grills are excessively dusty and dirty (Addressed)
Interior: Interior Surfaces			X	Room 2: Door frame on back door needs painted #11408 Room 4: Ceiling tiles have holes or stains #11426 Room 10: : Ceiling tiles are loose or have stains #11422 Room 13: : Ceiling tiles have holes or stains #11420 Room 15: : Ceiling tiles have holes or stains #11399 Room 16 : Ceiling tiles have holes or stains #11398 Room 18: Shelving over 4 feet not secured to walls, : Ceiling tiles have holes or stains # 11397, 11396 Blacktop bathrooms: : Ceiling tiles have holes or stains, tiles missing in restroom #11410 Admin: : Ceiling tiles have holes or stains, principal's office has stained tiles #11429 Room 14: Ceiling tiles have holes or stains #11421 Room 5: Walls appear to have hazards from tears and holes, back wall. #11405 Media Center: : Ceiling tiles have holes or stains #11425 Room 1: : Ceiling tiles have holes or stains, some tiles are falling off #11426 Eoom 3: Door and frame need painting #11406
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			MPR: Some light fixtures have wrong covers in girls restroom (addressed) Room 2: Exterior light outside the door not working #11407 Room 10: Outside light not working properly #11400
Electrical	X			Admin: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-Light fixture missing in C.A.F.E specialist office and staff room #11429 K1: Lighting is flickering-back restroom. Outlets, access panels, switch plates, junction boxes and/or

School Facility Conditions and Planned Improvements

			fixtures are NOT properly covered and secured from pupil access-front light switch broken #11402, 11403 Media Center: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-low voltage box by back door falling off #11424, 11425
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Boys restroom: Urinal closest to the door not working properly #11419 Girls restroom: Leak is evident from faucet #11418 MPR: boys restroom urinals not functioning #11407 Room 8: Drinking fountain water pressure is too high #11423 Room 11: Leak is evident, faucet is loose #11694 Blacktop restrooms: Restrooms are NOT stocked with menstrual products in compliance with AB 367- Products missing in staff restroom and girls restroom; A leak is evident-Toilets leaking at base and fitting in boys restroom. In girls restroom toilets are leaking at base #11410 Admin: Restrooms are NOT stocked with menstrual products in compliance with AB 367-Missing in both restrooms in admin office #11429 Playground restrooms: Restrooms are NOT stocked with menstrual products in compliance with AB 367-In boys restroom #11410 Room 1: Leak is evident, drinking fountain is leaking ##11427
Safety: Fire Safety, Hazardous Materials	X		Room 26: Fire extinguishers are not current and are not placed in all required areas (addressed)
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room 5: Door does not close without assistance #11404 Room 20: Window blinds are broken #11412

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	33	39	39	47	48
Mathematics (grades 3-8 and 11)	20	21	25	26	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	175	96.15	3.85	32.57
Female	99	98	98.99	1.01	31.63
Male	83	77	92.77	7.23	33.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	120	114	95.00	5.00	27.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	50.00
White	37	36	97.30	2.70	50.00
English Learners	33	31	93.94	6.06	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	35.00
Socioeconomically Disadvantaged	130	125	96.15	3.85	20.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	7.32

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	177	97.25	2.75	21.47
Female	99	99	100.00	0.00	16.16
Male	83	78	93.98	6.02	28.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	120	116	96.67	3.33	13.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	50.00
White	37	36	97.30	2.70	41.67
English Learners	33	33	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	20.00
Socioeconomically Disadvantaged	130	127	97.69	2.31	8.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	7.32

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.78	12.5	19.03	22.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	49	96.08	3.92	12.24
Female	30	30	100.00	0.00	6.67
Male	21	19	90.48	9.52	21.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	37	35	94.59	5.41	2.86
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	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	35	94.59	5.41	2.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100%	88.2%	100%	96.1%	100%

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.

2025-26 Opportunities for Parental Involvement

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	369	363	80	22.0
Female	186	184	36	19.6
Male	183	179	44	24.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	225	220	57	25.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	29	3	10.3
White	87	87	13	14.9
English Learners	68	65	13	20.0
Foster Youth	--	--	--	--
Homeless	11	11	4	36.4
Socioeconomically Disadvantaged	270	267	72	27.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	101	101	22	21.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.42	5.13	7.05	6.5	5.87	6.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.05	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.05	0.00
Female	2.15	0.00
Male	12.02	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.33	0.00
White	8.05	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.94	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Student safety is a priority at Gibson Elementary School. The school campus is fully fenced as of Summer 2024. 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. Cameras and an automated "buzz in" system are used to monitor and allow parents/guardians and others who have legitimate business at Gibson on to the campus. All visitors must sign in at the main office and wear a visitor's badge while on campus. All gates remain locked during regular school hours starting at 8:15 and ending at 6:00 pm when our after school program is dismissed. Classroom visits must be arranged with administration prior to guests coming on campus. Our CAFE (Community and Family Engagement) Specialist works with parents and other educational partners to insure the proper documentation and background checks are completed prior to volunteering.

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 December 2025.

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. Once per year an off-site evacuation drill is practiced. Gibson administration works together with fire and law enforcement personnel to devise the best possible plan for safety of all students and staff. 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	1	2	0
1	20	2	0	0
2	12	3	0	0
3	22	0	2	0
4	12	3	1	0
5	14	2	1	0
6	26	0	2	0
Other	33	3	0	2

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	0	2	0
1	26	0	2	0
2	21	1	1	0
3	12	3	0	0
4	19	2	0	0
5	15	2	1	0
6	14	2	1	0
Other	9	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	13	3		
1	19	1	2	
2	21		2	
3	17	2		
4	12	2	1	
5	24	1	1	
6	25		2	
Other	12	2		

2024-25 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	738

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,057	\$540	\$7,517	\$92,376
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	12.2	-13.3
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-38.9	-8.0

Fiscal Year 2024-25 Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,363 to educate each student (based on 2023-24 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2023--2024 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,155	\$62,145
Mid-Range Teacher Salary	\$75,690	\$97,088
Highest Teacher Salary	\$108,398	\$120,436
Average Principal Salary (Elementary)	\$123,297	\$151,343
Average Principal Salary (Middle)	\$129,274	\$159,514
Average Principal Salary (High)	\$142,605	\$177,261
Superintendent Salary	\$286,624	\$294,805
Percent of Budget for Teacher Salaries	28.91%	29.95%
Percent of Budget for Administrative Salaries	4.96%	5.4%

Professional Development

Gibson Elementary is focused on using professional learning communities to improve grade level standards aligned instruction. Additionally, staff attend Positive Behavior Support and Intervention training, the kindergarten conference, and are developing the tiers of supports at Gibson

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37