



# Webster Elementary School

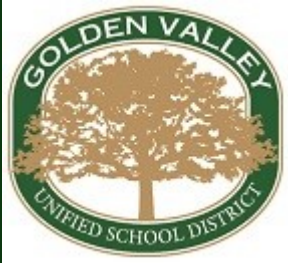
36477 Ruth Ave. • Madera, CA 93636-8512 • 559.645.3540 • Grades K-6

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Golden Valley Unified School District

37479 Avenue 12  
Madera, CA 93636-8726  
559-645-3570  
[www.gvusd.k12.ca.us](http://www.gvusd.k12.ca.us)

#### District Governing Board

Brian Freeman  
Mona Diaz  
Maria Knobloch  
Andy Wheeler  
Steven Lewis

#### District Administration

Rodney Wallace  
**Superintendent**  
Kevin Hatch  
**Assistant Superintendent of  
Educational Services**  
Kuljeet Mann  
**Director of Human Resources and  
Student Services**  
Maureen Hester  
**Director of Business Services**

### School Description

Webster Elementary School, a 2004 California Distinguished School, serves approximately 620 kindergarten through 6th-grade students. Webster Elementary is located in a residential area 10 miles east of the city of Madera and 10 miles northwest of the city of Fresno. The Golden Valley Unified School District was established in 1998 and is led by a five-person school board. Webster is one of two elementary schools in the District. Webster's students feed into Ranchos Middle School and then into Liberty High School.

Webster Elementary is more than academics, we instill in our students the values that make Madera Ranchos an ideal place to live and raise children. In 2014, The Bonner Center for Character Education and Citizenship based at Fresno State's Kremen School of Education and Human Development recognized Webster Elementary for its character education program. The recognition reads Webster is being recognized "For Exemplary Commitment to the Character and Virtues Education of Its Students." The Webster staff and community are committed to educating the whole child. We emphasize and reward students for displaying positive character traits in and outside of the classroom. We believe that victory without honor is no virtue. We aspire to achieve with character.

### Mission

The Webster community works collaboratively to create a positive school climate. We strive to develop good character and focus on achieving personal and educational goals. We take pride in increasing student achievement through exemplary practices and resiliency.

### Vision

Achievement with Character.

### Belief Statements

We believe that:

Learning is contagious in a respectful environment.

Learning is relevant, authentic, and appropriate.

Character development is essential to a well-rounded education.

Competition creates perseverance, pride, and motivation.

## 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	93
Grade 1	60
Grade 2	85
Grade 3	68
Grade 4	96
Grade 5	83
Grade 6	89
<b>Total Enrollment</b>	<b>574</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.5
Asian	2.4
Filipino	0.2
Hispanic or Latino	48.1
Native Hawaiian or Pacific Islander	0.0
White	45.5
Socioeconomically Disadvantaged	47.9
English Learners	8.0
Students with Disabilities	8.4
Foster Youth	1.6

## 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			
Webster Elementary School	16-17	17-18	18-19
With Full Credential	23.5	25.5	27
Without Full Credential	3	1	0
Teaching Outside Subject Area of Competence	0	0	0
Golden Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	99
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Webster Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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 2018-19)

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: Treasures: 2012  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson: Envision 2.0 K-5 : 2017 Envision 2.0 Middle Grades - 2017  EngageNY  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin Harcourt: California Science: 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Harcourt: 2007  World History Ancient Civilizations United States History Early Years California Studies Communities Neighborhoods School & Family  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/30/2018		
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	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 6/30/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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

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	50.0	55.0	59.0	60.0	48.0	50.0
Math	51.0	55.0	45.0	48.0	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	17.2	19.5	41.4

\* 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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	345	341	98.84	54.55
<b>Male</b>	187	184	98.40	46.20
<b>Female</b>	158	157	99.37	64.33
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Hispanic or Latino</b>	173	172	99.42	41.28
<b>White</b>	152	149	98.03	67.11
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	170	168	98.82	41.67
<b>English Learners</b>	48	48	100.00	39.58
<b>Students with Disabilities</b>	40	37	92.50	13.51
<b>Foster Youth</b>	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	345	340	98.55	55.29
Male	187	184	98.4	49.46
Female	158	156	98.73	62.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	173	171	98.84	45.03
White	152	149	98.03	66.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	170	168	98.82	40.48
English Learners	48	47	97.92	42.55
Students with Disabilities	40	37	92.5	13.51
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)

Webster Elementary School is very fortunate to enjoy the benefits of concerned, involved parents who show strong support for the school. The Webster Parent Teacher Club meets monthly with a focus on providing classroom supplies and resources over and above what the District supports, so there can be a richer academic environment. The School Site Council meets to advise on the School Site Comprehensive Plan. The English Language Advisory Committee meets to address the needs of English Language Learners at Webster. This committee looks at how state and federal funds are used to support children and the supplementary materials utilized to address student needs. Numerous opportunities exist for parents to get involved at the school site. Among the opportunities are participation on the School Site Council (SSC) and the English Language Advisory Committee (ELAC). Other activities for involvement include helping teachers and students in classrooms, working in the library, attendance at sports' events, drama presentations, and musical performances. For more information on how to become involved, please contact Principal Lalo Lopez at 559-645-3540.

#### 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

Webster Elementary School has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each school year. Our WES School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Golden Valley Unified School Board sets on safety and appearance. Webster Elementary School's comprehensive safety plan was reviewed and updated in September of 2018 by the WES faculty. The plan with any changes is approved by the Golden Valley Unified School District Board of Trustees annually.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	3.2	1.3	1.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.5	6.4	6.1
Expulsions Rate	0.2	0.0	0.1
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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.4
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1
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	24	15	19		4	2	3		3			
1	23	23	24				2	3	2			
2	25	22	24		1		4	2	4			
3	23	24	22				3	4	3			
4	30	25	31				3	3	3			
5	23	29	33	1			2	3	1			1
6	29	26	28		1	1	3				2	3
Other	8			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

Over the last five years, the primary mode of enhancing teacher's pedagogical practice has been through weekly two-hour grade level collaboration and staff development sessions to identify and implement effective teaching strategies to better meet the needs of students. During the grade-level collaboration, our professional learning community has been hard at work on the Cycle of Inquiry (COI) using State assessment and core curriculum Benchmark data dis-aggregated in School City to identify and address students' strengths and weaknesses within each classroom and across grade levels. During this time, teachers and paraprofessionals discuss the performance of both individual students as well as student-groups. Through the Cycle of Inquiry, the staff has been able to continually monitor student progress and reteach essential standards to ensure that all students are growing academically. The Learning Lab also has disseminated data to identify those students who have tested out of the lab, so that other students may get additional support. In short, our focus has been to align our instruction to content standards, state and district assessments, develop units and lessons as a team, adhere to the Explicit Direct Instruction model when delivering instruction, evaluate student learning by analyzing achievement data and modify the instructional plan to better meet the need of all students.

Webster teachers and administrators identified gaps between our adopted curriculum and state assessments. Consequently, in the 2017-2018 school year, we focused on better aligning our ELA and math curriculum to the district and state assessments. Teachers asked for planning time and guidance from content specialist to complete the work. Now that we have better alignment, for the 2018-2019 school year, we've begun the work to unpack the new state adopted science and social studies standards. At least one teacher per grade level is planning to attend the Fresno County Office of Education Professional Learning Communities workshops series to learn about the Next Generation Science Standards and implement units of studies with provided resources.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,065	\$45,681
Mid-Range Teacher Salary	\$58,994	\$70,601
Highest Teacher Salary	\$74,675	\$89,337
Average Principal Salary (ES)	\$93,644	\$110,053
Average Principal Salary (MS)	\$93,644	\$115,224
Average Principal Salary (HS)	\$105,786	\$124,876
Superintendent Salary	\$159,657	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	8.0	6.0

\* 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/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,265.31	\$1,784.83	\$4,480.48	\$61,342
District	◆	◆	\$3,020.38	\$60,430
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			38.9	-0.6
Percent Difference: School Site/ State			-37.9	-12.7

\* 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

Title I funding supports Webster's after school tutorial program and reading intervention during the school day.

### 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.