



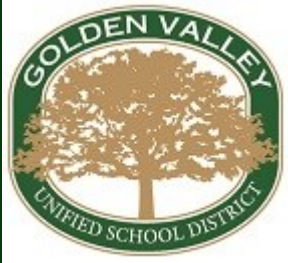
Webster Elementary School

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

Ladislao Lopez, Principal

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



Golden Valley Unified School District

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District Governing Board

Brian Freeman
Mona Diaz
Maria Knobloch
Andy Wheeler
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District Administration

Andrew Alvarado
Superintendent
Andrew Alvarado
Superintendent
Kevin Hatch
**Assistant Superintendent of
Educational Services**
Kuljeet Mann
Director of Human Resources
Maryann Henry
Manager of Business Services

School Description

Webster Elementary School, a 2004 California Distinguished School, serves approximately 550 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 educate the whole child. We emphasize and reward students for displaying positive character traits in the classroom, on the hallway, and the community. 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	53
Grade 1	80
Grade 2	57
Grade 3	99
Grade 4	78
Grade 5	90
Grade 6	73
Total Enrollment	530

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	2.1
Filipino	0.4
Hispanic or Latino	47.4
Native Hawaiian or Pacific Islander	0
White	46.2
Two or More Races	2.1
Socioeconomically Disadvantaged	41.7
English Learners	7.2
Students with Disabilities	10.2
Foster Youth	1.9

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.

Teacher Credentials			
Webster Elementary School	15-16	16-17	17-18
With Full Credential	24.5	23.5	25.5
Without Full Credential	.5	3	1
Teaching Outside Subject Area of Competence	0	0	0
Golden Valley Unified School District			
15-16	16-17	17-18	
With Full Credential	♦	♦	98
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill: 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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: 6/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	45	50	57	59	48	48
Math	39	51	42	45	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	82	75	91.5	56.0
Male	49	45	91.8	60.0
Female	33	30	90.9	50.0
Hispanic or Latino	43	41	95.4	51.2
White	34	31	91.2	64.5
Socioeconomically Disadvantaged	45	42	93.3	50.0
Students with Disabilities	20	16	80.0	37.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	57	56	66	62	60	56

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.6	34.4	30

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	343	339	98.83	50
Male	187	184	98.4	45.65
Female	156	155	99.36	55.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	160	160	100	43.13
White	164	160	97.56	56.6
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	151	99.34	37.33
English Learners	42	42	100	40.48
Students with Disabilities	48	45	93.75	17.78
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	343	338	98.54	51.48
Male	187	184	98.4	50
Female	156	154	98.72	53.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	160	160	100	44.38
White	164	159	96.95	58.49
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	150	98.68	40
English Learners	42	42	100	38.1
Students with Disabilities	48	45	93.75	20
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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, which is updated each May. 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 2017 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	2014-15	2015-16	2016-17
Suspensions Rate	4.8	3.2	1.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.4	6.5	6.4
Expulsions Rate	0.0	0.2	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		28.6

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)	1
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	1

Average Number of Students per Staff Member

Academic Counselor	
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* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17	24	24	3	0			3	3			
1	25	23	23		0		4	2	2			
2	25	26	25		0		3	4	4			
3	30	24	23		0		3	3	3			
4	31	29	30		0		2	3	3			
5	30	30	23		0	1	2	2	2	1		
6	21	29	29	1	0		3	3	3			
Other	9	9	8	1	2	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 three 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 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 unwrap content standards, 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,299	\$44,144
Mid-Range Teacher Salary	\$57,838	\$69,119
Highest Teacher Salary	\$73,211	\$86,005
Average Principal Salary (ES)	\$91,808	\$106,785
Average Principal Salary (MS)	\$91,808	\$111,569
Average Principal Salary (HS)	\$103,712	\$121,395
Superintendent Salary	\$147,615	\$178,104
Percent of District Budget		
Teacher Salaries	34%	34%
Administrative Salaries	7%	6%

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

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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,800.15	\$1,413.66	\$4,386.49	\$60,960
District	♦	♦	\$7,691.45	\$61,727
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-43.0	-1.2
Percent Difference: School Site/ State			-33.3	-12.5

* Cells with ♦ do not require data.