

# Daniel Webster Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### 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.

## About This School

#### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Daniel Webster Elementary
Street	425 El Dorado Dr.
City, State, Zip	Daly City, CA 94015-2126
Phone Number	(650) 991-1222
Principal	Jennifer Knopf
Email Address	jknopf@jeffersonesd.org
Website	<a href="https://www.jsd.k12.ca.us/DWebster">https://www.jsd.k12.ca.us/DWebster</a>
County-District-School (CDS) Code	41689166043772

Entity	Contact Information
<b>District Name</b>	Jefferson Elementary
<b>Phone Number</b>	(650) 991-1000
<b>Superintendent</b>	Bernardo Vidales
<b>Email Address</b>	bvidales@jeffersonesd.org
<b>Website</b>	<a href="https://www.jsd.k12.ca.us/">https://www.jsd.k12.ca.us/</a>

### School Description and Mission Statement (School Year 2019-20)

Daniel Webster provides an equitable, high quality education in a safe and nurturing environment where every child can develop into critical and creative thinkers, responsible learners, and respectful citizens in partnership with the community.

The staff at Daniel Webster works hard to ensure that every student has a successful school experience in a positive learning environment. All personnel operate under the premise that every child has the potential to learn and be college and career ready. We guide students to become productive, informed and effective citizens in our community. We promote positive social skills to create a pleasant, caring and supportive learning environment. Daniel Webster had approximately 370 students in grades TK-5. The student body is comprised of multi-ethnic and multi-lingual learners.

Daniel Webster has two after school child care programs-- JESD Day Care and After-school Youth Recreation Program (AYRP). JESD Daycare is open Monday - Friday from 7:00 am to 6:00 pm. AYRP is open Monday - Friday from dismissal to 6:00 pm. Daniel Webster also offers a number of after school intervention and enrichment classes through out the year. Homework Club, Reading and Math Intervention, Science Club, Girls on the Run, Sports Teams and Art Classes.

A copy of our SARC is available on the district website at [www.jsd.k12.ca.us](http://www.jsd.k12.ca.us). Hard copies are available upon request. Please contact the school at (650) 991-1222 for information.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	65
<b>Grade 1</b>	61
<b>Grade 2</b>	57
<b>Grade 3</b>	60
<b>Grade 4</b>	63
<b>Grade 5</b>	64
<b>Total Enrollment</b>	370

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
Asian	8.9
Filipino	40.8
Hispanic or Latino	34.3
Native Hawaiian or Pacific Islander	1.6
White	8.4
Two or More Races	4.3
Socioeconomically Disadvantaged	60.3
English Learners	59.5
Students with Disabilities	5.4
Homeless	0.3

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	18	18	
Without Full Credential	1	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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 2019-20)

Year and month in which data were collected: October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Education Company, Benchmark Advance (K-5) and English Language Development I (K-5 ELD), California ELA/ELD Instructional Materials Adoption, Board Adopted in 2019	Yes	0%
<b>Mathematics</b>	State Approved Bridges (TK-5th grade) published by The Math Learning Center (Board Adopted April 2018)	Yes	0%
<b>Science</b>	MacMillan/McGraw Hill: California Science (K-6)- State Approved, Board Adopted in 2007	Yes	0%
<b>History-Social Science</b>	Scott Foresman: History/Social Studies for California (K-5) and TCI History Alive (6th grade)- State Approved, Board Adopted in 2006	Yes	0%
<b>Health</b>	Puberty Talk (5th grade) published by Health Connected (Board Adopted March 2017)	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Daniel Webster was built in 1960. It is a single level building with 22 classroom. There is one multi-use room , which has a stage and kitchen facilities. It is also used as a cafeteria and assembly room. All students eat lunch in the multi-use room, and the after school Parks and Recreation Department runs it's program from the room.

The school campus occupies approximately 3 acres of land in a residential neighborhood. There are two play structures on the campus. One play structure is on the main yard and is utilized by students in grades 1st - 5th. The second play structure is designated for the Kindergarten classes and is connected to two of the kinder classrooms. New structures on both yards were installed in 2018.

Every year the school district makes any needed repairs to maintain a safe facility. The site is cleaned daily and maintained by District custodians and grounds keepers. Over the next five years, the school site will be modernized. A list of planned projects is available in the school office.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) that is conducted every year. The most recent inspection was conducted in August 2018. Additional information regarding the condition of the school's facilities may be obtained by speaking with the school principal.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** June 2019

System Inspected	Rating	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	Overall cleanliness is excellent
<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	
<b>External:</b> 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.

### 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	54	49	48	50	50
Mathematics (grades 3-8 and 11)	36	44	36	37	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	168	89.84	10.16	54.17
Male	85	77	90.59	9.41	51.95
Female	102	91	89.22	10.78	56.04
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	16	94.12	5.88	68.75
Filipino	73	67	91.78	8.22	64.18
Hispanic or Latino	68	57	83.82	16.18	38.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	12	92.31	7.69	66.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	118	104	88.14	11.86	49.04
English Learners	125	106	84.80	15.20	47.17
Students with Disabilities	--	--	--	--	--
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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	186	99.47	0.53	43.55
Male	85	85	100.00	0.00	50.59
Female	102	101	99.02	0.98	37.62
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	76.47
Filipino	73	73	100.00	0.00	54.79
Hispanic or Latino	68	67	98.53	1.47	17.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	53.85
Two or More Races	13	13	100.00	0.00	53.85
Socioeconomically Disadvantaged	118	118	100.00	0.00	36.44
English Learners	125	124	99.20	0.80	37.10
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.3	21.	42.2

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.

## 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)

Daniel Webster strongly believes in building a partnership between staff, students, families and the community. Parent support and involvement are strongly encouraged at Daniel Webster. Parents and families are invited and encouraged to participate in the following activities:



- Big Lift Summer School Program
- PTA (Parent Teacher Association)
- SSC (School Site Council)
- Soul Shoppe Parent Night
- Back to School Night
- Open House/Caine's Arcade
- AFT Technology Night
- Fundraising Events (Lap-a-thon, Jamba Juice, Clothing Drive...)
- Winter Concert
- Monthly Coffee w/ the Principal
- District Science Fair
- District Literacy Fair
- Parent Education Evenings
- Recess Night
- Family Dance Dance
- Talent/Variety Show
- Spirit Days
- Parent/Teacher Conferences
- Awards Ceremonies (Student of the Month, Perfect Attendance)
- Plays/Assemblies/Parades
- Volunteers (classrooms, cafeteria, yard duty, field trips, after school traffic duty...)

Additional information can be obtained by contacting the school office at (650) 991-1222.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.0	0.3	2.1	1.9	2.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Daniel Webster is committed to maintaining a safe environment for student, staff and volunteers. We conduct monthly fire drills, quarterly earthquake drills and lock down drills. All emergency procedures are clearly stated in our Safety Plan, which is updated and reviewed annually. A copy of the Safety Plan is available upon request.

We believe that consistent, clearly communicated expectations are essential to providing a safe, positive learning environment for all students. Students and parents are informed about school discipline policies and procedures at the beginning of the school year through a student handbook. In addition, a rules assembly is conducted at the beginning of the school year to review acceptable behaviors at school. Positive Based School Wide Discipline (PBIS) is implemented school-wide which ensures that every student knows the appropriate behavior for every setting in the school (classroom, hallways, cafeteria...)

Monthly assemblies are held to review designated areas and every student is rotated through each area to practice expected behaviors. Students are acknowledge with "Leopard Loot" when caught behaving to reinforce positive habits. Weekly drawings are made in the classroom and school-wide.

Every classroom participates in Soul Shoppe on a monthly basis. During these workshops, students are given various tools for resolving conflicts and learn how to treat one another with respect. Soul Shoppe also trains a "Peacemakers" to help students resolve their conflicts. Peacemakers are on the yard and available to help students every day during morning recess, lunch and afternoon recess. In addition to Peacemakers, we provide adult supervision before school, after school and during all breaks. The administrator, three physical education aides and parent volunteers monitor the yards as well as assist with

curbside pick-up. This year we began a partnership with Playworks. Junior Coaches on also on the yard during all recess. Two Junior Coaches are assigned to a game (4-square, dodgeball...) to encourage students to engage in play, teach the rules and resolve conflicts.

All visitors are required to register at the office and wear a guest pass before being allowed on campus. Daniel Webster is piloting a new program called Rapture, which runs a basic back ground check on visitors via their licenses as an extra layer of security.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	3	1		21	3	1		22	1	2	
1	21	1	2		19	3			20	1	2	
2	21	1	2		20	2	1		19	3		
3	23		3		22		3		20	2	1	
4	29		2		32		2		32		2	
5	33		1	1	27		2		21	1	2	
6	31		2		33		1	1				
Other**												

\*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.

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

Title	Ratio
Academic Counselors*	740.0

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	.6

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10935	\$2497	\$8438	\$74394
District	N/A	N/A	\$8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	-2.7	-4.0
State	N/A	N/A	\$7,507	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	11.7	-10.5

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.

### Types of Services Funded (Fiscal Year 2018-19)

Daniel Webster provides all English learners with English Language Development five days a week, for 45 minutes. Students are placed into Targeted Instructional Groups (TIG) based on their ELCAP scores. Site funds are used to pay for a .5FTE English Language teacher to decrease class size for Els during TIG. District adopted materials are used for the instructional block and taught by credentialed teachers.

Every student at Daniel Webster receives "Universal Access" Monday thru Friday for 30 minutes. During this time, students receive instruction at their given levels. Students who are considered high risk (reading two or more years below grade level) are identified via our MTSS process and assigned a reading intervention tutor. Our tutors use a research based intervention program and work with no more than three students at a time. We also offer small group homework support, reading intervention and math intervention classes after school for students who need additional support.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,645	\$45,741
Mid-Range Teacher Salary	\$75,080	\$81,840

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$100,494	\$102,065
Average Principal Salary (Elementary)	\$136,572	\$129,221
Average Principal Salary (Middle)	\$142,640	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$225,773	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

The Jefferson Elementary School District coordinates staff development opportunities for classified and certificated staff, providing all teachers training and support in Math, English Language Arts, Writers Workshop , Technology and English Language Development. District Math and Language Arts coaching opportunities are also available for grade level teams who want to focus on collaboration and planning as a team.

The staff at Daniel Webster also receives staff development during bi-monthly staff meetings. This year, teachers have received professional development to support the implementation of Bridges ELA program and Benchmark Math Program. They are supported with in-class coaching, lesson modeling and real-time feedback by the administrator and district personnel.

Teachers at Daniel Webster also meet for one hour, once a week to work collaboratively-- analyzing data and sharing best practices.