

School Accountability Report Card ***School Year 2010-11***

(Published during 2011-12)

Daniel Webster Elementary School

0465 MISSOURI ST, SAN FRANCISCO, CA 94107

Principal: MORAIMA MACHADO

Phone: 415-695-5787

Fax: 415-826-6813

SFUSD School ID #: 497

Calif.School ID #: 6040893

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Carlos Garcia

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: www.sfusd.edu

SARC Contact:

Research, Planning and Accountability

Ritu Khanna, Executive Director

Phone: 415-241-6454

Fax: 415-241-6035

The School Accountability Report Card (SARC) which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

Section I - Data and Access

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 other locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

Section II - About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Daniel Webster is a school community where all of us-staff, students, are actively learning and participating in the educational process. We strive to create a nurturing and caring environment of mutual trust where all individuals feel safe and secure. We are responsible, respectful and appreciate diversity. We work cooperatively by solving problems and thinking critically to continuously improve our school. Our goal is to provide students with high academic standards in an environment that validates their potential and their culture. Daniel Webster has a culturally diverse student population. Our staff, parents and students work cooperatively to provide and maintain a positive school climate.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

The School Site Council, Parent Teachers Club and English Language Advisory Committee provide opportunities for parent involvement through regular meetings. The families are encourage to participate in Family Nights, Family As Readers, Authors's Fair, Read Aloud Day. Caregivers are encouraged to volunteer in the classroom, field trips and special events. There are several possibilities for parents to get involve. Daniel Webster is a welcoming and supportive community.

If you are interested in parental involvement opportunities, please contact the principal at the school:

MORAIMA MACHADO

415-695-5787

Student Enrollment By Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	53
1	55
2	45
3	23
4	26
5	27
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	229

Student Enrollment By Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	18.8
American Indian or Alaska Native	1.3
Asian	0.9
Filipino	0.4
Hispanic or Latino	50.2
Pacific Islander	5.2
White (Not Hispanic)	16.2
Multiple or No Response	3.9
Socioeconomically Disadvantaged	74.7
English Learners	46.3
Students with Disabilities	7.9

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2008-09			Avg Class Size	2009-10			Avg Class Size	2010-11		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	2	1	0	19	2	1	0	18	3	0	0
1	17	1	0	0	18	3	0	0	18	3	0	0
2	19	2	0	0	16	1	0	0	15	3	0	0
3	18	1	0	0	14	2	0	0	23	0	1	0
4	16	2	0	0	19	1	0	0	26	0	1	0
5	20	1	0	0	18	1	0	0	27	0	1	0
6	0	0	0	0	0	0	0	0				
Other	0	0	0	0	0	0	0	0				

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg Class Size	2008-09			Avg Class Size	2009-10			Avg Class Size	2010-11		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+

English												
Math												
Science												
Social Science												

Section III (School Climate) begins on next page.

Section III - School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

Our Safety plan includes concrete elements of compliance with ADA regulations. There is a system in place in case of emergency. There are designated members of the staff who provide emergency services such as first aid, counseling, search and rescue. Evacuation routes are clearly defined and used during practice drills. The Learning Support Consultant provides counseling to the students.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	9	5	20	6	6	5
Expulsions	0	0	0	0	0	0

Section IV (School Facilities) begins on next page.

Section IV - School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Daniel Webster is a school with very open campus with three small yards for recreation and physical education activities. The facility meets district standards. However there is the need for several repairs in classrooms. The entire building needs new floor tiles.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MAIN FLR RSTRM: Sewer system is very old and has a bad odor, B&G schedules annual yard sump clean outs in the Fall & Winter and as needed by the site.
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors			X	MN OFC SPCL AREA: Windows are ajar, don't close properly, NURSE'S RM: Windows are ajar; lets in cold air, STAFF LOUNGE: Window slams down, extremely dangerous, WO PRINCIPAL'S OFC: Repair windows and exit door so that they can be opened from inside the principals office or outside of the office, Buildings & Grounds will investigate these issues to make repairs or refer to Facilities for contractor repair RSP RM: Replace the door latch. WO

WO - Work Order. DM - Deferred Maintenance.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Inspection Date	1/14/2011
Additional Comments	

Section V (Teachers) begins on next page.

Section V - Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	13	16	15	3027
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence	0	0	0	—

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2010-11

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	100	0
All Schools in District	84.51	15.49
High-Poverty Schools in District	84.13	15.87
Low-Poverty Schools in District	90.48	9.52

Section VI - Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker	0	----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	1	----
Other	0	----

Section VII - Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the September 27, 2011 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2011-2012, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the September 27, 2011 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu> - Curriculum Standards/Instructional Resources

Section VIII (School Finances) begins on next page.

Section VIII - School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,318	\$751	\$4,567	\$60,641
District	----	----	\$4,567	\$60,641
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$5,455	\$69,207
Percent Difference - School Site and State	----	----	-16.3%	-12.4%

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Daniel Webster provides an accelerated reading intervention program to support students who are performing below grade level standards in grades 3-5. The Literacy specialist provides daily small group reading support.

Services Funded:

CHAMPS Grant
 School Librarian
 Learning Support Consultant
 Nurse
 Instructional Reform Facilitator
 Student Advisor
 San Francisco Foundation Grant
 Beginning Teacher Support & Assessment (BTSA)
 Arts Education Collaborative
 Potrero Hill Family Resource Center.
 Truancy Program

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$39,744	\$42,017
Mid-Range Teacher Salary	\$64,207	\$67,294
Highest Teacher Salary	\$78,777	\$86,776
Average Principal Salary (Elementary)	\$98,269	\$108,534
Average Principal Salary (Middle)	\$101,948	\$112,893
Average Principal Salary (High)	\$106,832	\$123,331
Superintendent Salary	\$290,144	\$226,417
Percent of Budget for Teacher Salaries	34	38
Percent of Budget for Administrative Salaries	5	5

Section IX - Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); The California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8 and 9-11; and history-social science in grades 8 and 10-11. The CAPA includes ELA, mathematics, and science in grades 2-11, and for science for grades 5, 8 and 10. The CAPA is given to those students with significant cognitive disabilities which prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades 3-8 and science in grade 5 and is an alternative assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percents of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) results web site at <http://star.cde.ca.gov>.

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.

STAR Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	26	39	41	53	55	56	49	52	54
Mathematics	32	33	32	52	54	54	46	48	50
Science	15	36	13	53	59	60	50	54	57
History-Social Science	0	0	0	45	49	52	41	44	48

Standardized Testing Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	52	27	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	32	32	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	67	58	0	0
Male	43	39	9	0
Female	39	25	17	0
Economically Disadvantaged	34	26	11	0
English Learners	18	22	0	0
Students with Disabilities	46	31	0	0
Students Receiving Migrant Education Services	0	0	0	0

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at 3 proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CD web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts				54	57	55	52	54	59
Mathematics				60	60	63	53	54	56

CAHSEE Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	<i>Not Prof</i>	<i>Proficient</i>	<i>Advanced</i>	<i>Not Prof</i>	<i>Proficient</i>	<i>Advanced</i>
All Students in the District	45	23	33	37	31	32
All Students at the School						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Migrant Education Services						

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	3.7	25.9	11.1
Grade 7	0	0	0
Grade 9	0	0	0

Section X (Accountability) begins on next page.

Section X - Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar school rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1		1
Similar Schools	1		

API Growth by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: Results for numerically significant student groups only.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	29	57	-30
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Two or More Races			
Socioeconomically Disadvantaged	30	51	-49
English Learners			
Students with Disabilities			

API Growth by Student Group - 2011 Growth Comparison

This table displays by student group the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	672	796	778
African American	689	615	696
American Indian or Alaska Native		709	733
Asian		872	898
Filipino		799	859
Hispanic or Latino	659	682	729
Pacific Islander		662	764
White (not Hispanic)	768	879	845
Two or More Races			836
Socioeconomically Disadvantaged	647	755	726
English Learners	612	745	707
Students with Disabilities	630	577	595

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- 2) Percent proficient on the state's standards-based assessments in ELA and mathematics
- 3) API as an additional indicator
- 4) Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay>.

AYP Overall and by Criteria (2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2000-2001	2006-07
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	----	35
Percent of Schools Currently in Program Improvement	----	31

Section XI - School Completion and Postsecondary Preparation

Not Applicable.

Section XII - Instructional Planning and Scheduling

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.