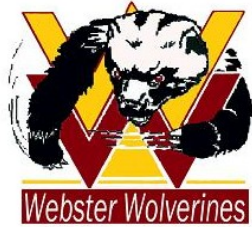


2009-10
SCHOOL ACCOUNTABILITY REPORT CARD



Webster Elementary School
Golden Valley Unified District



Published During
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I. Data and Access

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, 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

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 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.

II. About This School

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Located east of Madera, Webster Elementary School, a 2004 California Distinguished School, serves 610 students in grades kindergarten through sixth grade. Webster prides itself on its high expectations for students, visionary and collaborative leadership, a strong standards-based curriculum in core subjects, comprehensive assessment driven by data, academically competent, caring teachers, and a well-maintained learning environment. Professional development and structured staff collaboration translate into a highly professional and knowledgeable staff to work with students.

During the summer of 2007, Webster Elementary School underwent extensive modernization.

Mission Statement

The mission of Webster Elementary School is to increase student achievement through exemplary teaching practices, and to provide a safe, clean environment where students know that good character is important.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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. One outstanding example is the play area with play structures. 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 Felipe Piedra.

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Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	84
Grade 1	65
Grade 2	88
Grade 3	84
Grade 4	88
Grade 5	89
Grade 6	112
Total Enrollment	610

Student Enrollment by Group (School Year 2009-10)

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	Group	Percent of Total Enrollment
Black or African American	2.79	White	54.59
American Indian or Alaska Native	0.82	Two or More Races	0.98
Asian	2.95	Socioeconomically Disadvantaged	41
Filipino	0	English Learners	10
Hispanic or Latino	32.3	Students with Disabilities	8
Native Hawaiian/Pacific Islander	0.49		

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	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	4			15	4			19.5		4	
1	18	5			19	4			20.67	2	1	
2	18	4			19	3			20.25	2	2	
3	17	5			18	5			19.25	4		
4	31		3		30		3		27.33		3	
5	28		3		27		4		31.5		1	1
6	25		3		34			3	31.33		3	
K-3	17	1			20	2			0			
3-4	24		1		0				0			
4-8	24		1		0				27		1	
Other	0				0				0			

III. School Climate

School Safety Plan (School Year 2009-10)

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

All safety plans were updated with current personnel and assignments. Copies of the school safety plan are available upon request.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	6.7	2.2	8	11.3	11.4	16
Expulsions	0	0	0	0	0.5	0.001

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2010-11)

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

Webster Elementary was modernized during the summer of 2007.

School Facility Good Repair Status. (School Year 2010-11)

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

Inspected On: 5/12/2010	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	Approximately January 26, 2011, a propane leak was discovered. In the course of repairing it, other leaks were found. By February 22, 2011, all leaks had been repaired.
Interior: Interior Surfaces	—		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating		—	—	—	

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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
Teachers with Full Credential	35	31	28	97
Teachers without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2008-09	2009-10	2010-11
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 Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA 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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.25	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

All schools have met the William's Settlement Requirements. The Williams Act is posted in each classroom.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	ELA textbook adoption is "on-hold" because of the state's budget issues. Our current textbooks are still rigorous and relevant.	0	Houghton Mifflin Harcourt CA English: 2003
Mathematics	New mathematics textbooks were purchased in 2009.	0	Houghton Mifflin California Edition: 2009
Science	No unadopted textbooks are being used.	0	Houghton Mifflin California Science -- Grades K-6
History-Social Science	No unadopted textbooks are being used.	0	Houghton Mifflin History- Social Science: 2007
Foreign Language	No unadopted textbooks are being used.	0	N/A
Health	No unadopted textbooks are being used.	0	N/A
Science Laboratory Equipment (grades 9-12)	No unadopted textbooks are being used.	0	N/A
Visual and Performing Arts	No unadopted textbooks are being use.	0	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,763.76	\$864.44	\$3,899.32	\$58,312.41
District	N/A	N/A	\$8,256.84	\$57,092.00
Percent Difference - School Site and District	N/A	N/A	-0.53	0.02
State	N/A	N/A	\$5,681.00	\$61,706.00
Percent Difference - School Site and State	N/A	N/A	-0.31	-0.05

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

All comprehensive sites offer the core programs plus supplementary services through federal and State categorical programs. Supplementary programs funded through the sites categorical programs are approved by the school site council and noted in the Single Plan for Student Achievement.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,548	\$38,970
Mid-Range Teacher Salary	\$56,704	\$59,776
Highest Teacher Salary	\$71,776	\$78,072
Average Principal Salary (Elementary)	\$90,115	\$94,605
Average Principal Salary (Middle)	\$90,115	\$98,480
Average Principal Salary (High)	\$101,799	\$106,266
Superintendent Salary	\$145,000	\$144,721
Percent of Budget for Teacher Salaries	39.46	
Percent of Budget for Administrative Salaries	10.61	

IX. Student Performance

Standardized Testing and Reporting Program

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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 assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	62	66	55	59	61	60	46	50	52
Mathematics	66	74	67	45	49	53	43	46	48
Science	68	64	63	60	67	66	46	50	54
History-Social Science	0	0	0	43	53	53	36	41	44

Standardized Testing and 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	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	60	53	60	53
All Students at the School	55	67	61	n/a
Male	53	68	64	n/a
Female	57	65	62	n/a
Black or African American	45	55	*	n/a
American Indian or Alaska Native	*	*	n/a	n/a
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	45	60	48	*
Native Hawaiian or Pacific Islander	*	*	*	*
White	59	70	64	*
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	41	57	49	*
English Learners	28	55	*	*
Students with Disabilities	19	26	*	*
Students Receiving Migrant Education Services	0	0	0	0

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16	29	42
7			
9			

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 Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten 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	2007	2008	2009
Statewide	8	8	8
Similar Schools	7	8	9

Academic Performance Index 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. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	13	22	-29
Black or African American	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	11	21	-57
Native Hawaiian or Pacific Islander	n/a	n/a	n/a
White	7	34	-28
Two or More Races	n/a	n/a	0
Socioeconomically Disadvantaged	3	20	-39
English Learners	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a

Academic Performance Index Growth by Student Group - 2010 Growth API Comparison

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School	830	822	767
Black or African American	n/a	n/a	685
American Indian or Alaska Native	n/a	n/a	728
Asian	n/a	n/a	889
Filipino	n/a	n/a	851
Hispanic or Latino	794	784	715
Native Hawaiian or Pacific Islander	n/a	n/a	754
White	842	828	838
Two or More Races	n/a	n/a	807
Socioeconomically Disadvantaged	776	769	712
English Learners	n/a	749	691
Students with Disabilities	n/a	626	580

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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 six AYP criteria described above.

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	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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 (ELA 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	Not in PI	Not in PI
Year in Program Improvement	Not in PI	Not in PI
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

District-wide focus has been on Explicit Direct Instruction. Staff professional development days have been established throughout the District for training. Minimum days are embedded within the school calendar for site initiatives. For sites professional development plans please contact the school principal.