

John L. Webster Elementary School

3602 Winter Canyon Road • Malibu, CA 90265-4835 • (310) 456-6494 • Grades K-5

Patrick Miller, Principal

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

Santa Monica-Malibu Unified School District

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District Governing Board

Oscar de la Torre
Craig Foster
Maria Leon-Vazquez
Dr. Richard Tahvildaran-Jesswein,
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Ralph Mechur
Jon Kean, Vice President
Laurie Lieberman

District Administration

Ben Drati, Ed.D.
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Dr. Jacqueline Mora
**Asst. Superintendent, Educational
Services**
Dr. Mark Kelly
**Asst. Superintendent, Human
Resources**
Melody Canady
**Asst. Superintendent, Business &
Fiscal Services**

School Description

John L Webster School is located in Malibu, California. Malibu is a small, coastal community with a population around 13,000 residents. The city, well known for its celebrity residents, beaches, and Pepperdine University, is located in Los Angeles County and is a short distance from Los Angeles, the state's largest city. Approximately 15 million tourists visit the city each year. 91.5% of the residents are white, 6.1% are Hispanic and nto other minority groups constitute more than 2.6%. 14.2% of the population speak a language other than English in the home. The median housing price of \$1,000, 001 is well above the national and state average. The median household income of \$125,202 is also above the state average of \$60,883.

John L Webster School is part of the Santa Monica Malibu Unified School District (SMMUSD). SMMUSD serves approximately 11,300 students in both Malibu and neighboring Santa Monica communities. The district is comprised of 10 elementary schools, 3 middle schools, 2 high schools, 1 alternative high school, 1 continuation high school, 1 adult school and and an Early Childhood Development Program. The district had an attendance rate of 95% during the 2015-2016 school year.

District Vision: As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

John L Webster is a grades TK-5 elementary school, located in the central part of the city of Malibu, and has a total enrollment around 300 students. 76% of the total student population is white, 12% is Hispanic or Latino, 6.2% two or more races, and 3.4% Asian. 7.9% of the population are classified and English Learners and 5.1% are classified as students with a disability. 6.8% of the student population is identified as socioeconomically disadvantaged. The school employs 14 teachers. Class sizes in grades K-3 have an average of 23 to 1, and in grades 4 and 5 the average is 30 to 1. 6 teachers have earned the prestigious National Board Certification. In addition to the classroom teachers, the district supports the school site with a Literacy Coach, and Language and Literacy Interventionist, Classroom Instructional Assistants, a school psychologist, part time health office specialist and school nurse, part time attendance clerk, and office manager.

Webster Vision: At Webster School, staff, parents, and community members work together to create a joyous and caring learning environment in which all students are supported, challenged, and successful. Webster students master the New California Standards, develop higher level thinking skills, and connect their learning to the real world in all areas of academic study, the arts, technology, and character development.

Principal's Message:

Webster's students take great pride in their school, in their learning, and in themselves because they are immersed in an environment where it is abundantly clear that everyone around them cares very deeply about their happiness and success. Virtually everyone who visits our school comments on how happy and purposeful our students are at school. They are surrounded by teachers who are passionate about teaching meaningful content via processes that support student engagement. They are also taught by specialists whose love of art, music, gardening, and technology is communicated unmistakably in every lesson. We also work diligently on Character Counts and our school follows the Olweus Bully Prevention Program.

Our school has embarked on a comprehensive effort to make ensure every student meets the curreny California Standards. The elements of this effort include State-adopted standards-based instructional materials at the heart of the instructional program, a variety of supplemental materials, a consistent focus on professional development, and the regular use of assessment data to inform and guide instruction. Six Webster classroom teachers and our Literacy Coach have achieved National Board Certification, this is more than half our teaching staff! Webster was also recognized as a California Distinguished School in 2010 and 2014, based on the work our staff does on a daily basis with our students.

Webster families view our school as a highly valued partner in the challenging, satisfying work of raising their children. Parents at Webster have very high expectations for us, but these are matched by their personal involvement and support. The most often-repeated comment from parents at Webster is, "I wish I could go to school here!" We regard that as high praise indeed.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	34
Grade 3	37
Grade 4	50
Grade 5	60
Total Enrollment	277

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.0
Asian	3.2
Filipino	0.0
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.0
White	78.3
Socioeconomically Disadvantaged	11.6
English Learners	8.3
Students with Disabilities	6.9
Foster Youth	0.0

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			
John L. Webster Elementary School	16-17	17-18	18-19
With Full Credential	14		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Santa Monica-Malibu Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
John L. Webster Elementary	16-17	17-18	18-19
Teachers of English Learners	1		
Total Teacher Misassignments	1		
Vacant Teacher Positions	0		

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All students at Webster have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math texts in 2008-09. With the textbook adoption process frozen due to budget constraints at the state level, the district is currently in the process of refreshing the English language arts curriculum, using the existing texts. All students, including English learners, have their own copy of textbooks, except in the case where "Big Books" are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science, Harcourt 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections, California Series; Harcourt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Webster school was built in 1949. Two major reconstruction projects in the past 20 years have resulted in all new plumbing, heating, electrical, and roofing systems. Major improvements in seismic safety and accessibility are in place. All classrooms, the office, and the library are connected to the Internet through a high-speed connection and there is wireless access to the network throughout the school. The most recent taxpayer-funded reconstruction project, Proposition BB, has provided a significantly upgraded technology infrastructure and a completely new fire alarm system. Additional Proposition BB-funded projects related to school safety and security are in the final stages of the planning process, and the first of several construction phases is about to begin. A new library was completed in 2001. The playground includes two grass playfields and a play structure. Students are regularly expected to assist school and district staff in keeping the grounds free of litter.

Gardens and murals make the campus an especially beautiful and welcoming learning environment. The physical plant is well maintained and is in well-functioning condition. Each of our 13 classroom teachers has a dedicated classroom. Every classroom has an interactive white board and a SMART Board, an Elmo document camera, and every classroom from first through fifth grade has a chromebook for each student, allowing for a one to one technology program. Our library is beautiful and spacious. Our computer lab provides 34 iMac desktop computers, all online. There is a classroom provided for our after-school childcare program so no regular classrooms have to be shared for this purpose. There are many outside garden areas and patios regularly used for small group activities and special projects and events. Our cafeteria/auditorium was recently remodeled with a new stage curtain, sound system, and lighting.

2018 saw the completion of the new window paint and floor project. We also were able to do roof section repairs. (Carey insert here)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	OT OFFICE: 2. HVAC ROOM USED AS STORAGE NOT ALLOWING PROPER CIRCULATION. 7. OLD THERMOSTAT COVER IS MISSING. ELECTRICAL COVERS ARE MISSING. ETHERNET BOX IS LOOSE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Interior: Interior Surfaces	Poor	10: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. ROOM IS CLUTTERED.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN EAVES EXPOSING LIVE WIRES.</p> <p>12: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A CONSTANT DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>13: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. THREE EXTERIOR BACK PACK HOOKS ARE BROKEN.</p> <p>15: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. TEACHER IS COVERING OUTLETS WITH PAPER. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>16 A: 4. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 16: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>17: 4. CEILING TILE IS BROKEN.</p> <p>19: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS HOLES. CABINET HANDLE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>22: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW.</p> <p>4: 4. CEILING TILE IS MISSING. 15. BACK DOOR IS EXTREMELY HARD TO OPEN. 7: 4. CEILING TILES ARE BROKEN. 8: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. DRAWER IS MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. TWO BACK PACK HOOKS ARE BROKEN.</p> <p>ADMIN: 4. FORMICA IS CHIPPING ON COUNTER TOP. CEILING TILE HAS A WATER STAIN. 5. ROOM HAS A STRONG ODOR (DEAD VERMIN). 7. ONE LIGHT PANEL IS OUT.</p> <p>BOYS REST ROOM: 4. DRAIN GUARD IS MISSING.</p> <p>BOYS REST ROOM: 4. WALL TILES ARE BROKEN.</p> <p>KITCHEN: 4. CEILING TILES ARE MISSING. 7. ONE SMALL LIGHT IS OUT.</p> <p>LIBRARY: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT DIFFUSERS ARE LOOSE.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		PTA OFFICE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. SPEECH: 4.CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. CEILING TILE IS MISSING.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	10: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. ROOM IS CLUTTERED. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN EAVES EXPOSING LIVE WIRES. 13: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. THREE EXTERIOR BACK PACK HOOKS ARE BROKEN. 16: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 19: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS HOLES. CABINET HANDLE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. ADMIN: 4. FORMICA IS CHIPPING ON COUNTER TOP. CEILING TILE HAS A WATER STAIN. 5. ROOM HAS A STRONG ODOR (DEAD VERMIN). 7. ONE LIGHT PANEL IS OUT. PTA OFFICE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical: Electrical	Fair	10: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. ROOM IS CLUTTERED. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN EAVES EXPOSING LIVE WIRES. 11: 7. ETHERNET COVER IS MISSING. 14: 7. OUTLET COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. 16: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 19: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS HOLES. CABINET HANDLE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 14.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>ONE EXTERIOR BACK PACK HOOK IS BROKEN. 21: 7. OUTLET COVER IS MISSING. ETHERNET BOX IS LOOSE. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 12. DRY ROT ON SIDING. ADMIN: 4. FORMICA IS CHIPPING ON COUNTER TOP. CEILING TILE HAS A WATER STAIN. 5. ROOM HAS A STRONG ODOR (DEAD VERMIN). 7. ONE LIGHT PANEL IS OUT. ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL. KITCHEN: 4. CEILING TILES ARE MISSING. 7. ONE SMALL LIGHT IS OUT. LIBRARY: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT DIFFUSERS ARE LOOSE. LOUNGE: 7. ONE LIGHT PANEL IS OUT. MPR: 4. CEILING TILES ARE LOOSE. 7. TWO CAN LIGHTS ARE OUT. NURSE: 7. ONE LIGHT PANEL IS OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p align="center">Fair</p>	<p>12: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A CONSTANT DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES. 21: 7. OUTLET COVER IS MISSING. ETHERNET BOX IS LOOSE. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 12. DRY ROT ON SIDING. 22: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 23: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. BOYS REST ROOM: 8. TOILET IS LOOSE AT THE BASE. GIRLS REST ROOM: 8. BOTH TOILETS ARE LOOSE AT THE BASE. 11. PAINT IS PEELING ON WINDOW SILL. UNISEX REST ROOM: 9. FAUCET HANDLE IS BROKEN.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p align="center">Good</p>	<p>14: 7. OUTLET COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. 16 A: 4. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 16: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 3: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. EXTERIOR BACK PACK HOOK IS BROKEN.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		GIRLS REST ROOM: 8. BOTH TOILETS ARE LOOSE AT THE BASE. 11. PAINT IS PEELING ON WINDOW SILL. OFFICE/ WORKROOM: 11. IMPROPERLY STORED CLEANING SUPPLIES.
Structural: Structural Damage, Roofs	Good	21: 7. OUTLET COVER IS MISSING. ETHERNET BOX IS LOOSE. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	13: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. THREE EXTERIOR BACK PACK HOOKS ARE BROKEN. 15: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. TEACHER IS COVERING OUTLETS WITH PAPER. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 16: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 19: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS HOLES. CABINET HANDLE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 22: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 3: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 4: 4. CEILING TILE IS MISSING. 15. BACK DOOR IS EXTREMELY HARD TO OPEN. 8: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. DRAWER IS MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. TWO BACK PACK HOOKS ARE BROKEN. 9: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	74.0	78.0	74.0	75.0	48.0	50.0
Math	80.0	75.0	61.0	61.0	37.0	38.0

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

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

School Year 2017-18 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	149	146	97.99	78.08
Male	87	86	98.85	75.58
Female	62	60	96.77	81.67
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	23	23	100.00	69.57
White	111	108	97.30	78.70
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	42.86
English Learners	14	14	100.00	57.14
Students with Disabilities	--	--	--	--

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.9	37.9	44.8

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	149	146	97.99	75.34
Male	87	86	98.85	81.4
Female	62	60	96.77	66.67
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	23	23	100	69.57
White	111	108	97.3	75.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100	42.86
English Learners	14	14	100	50
Students with Disabilities	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents are deeply involved in every aspect of Webster School's effort to provide a rich educational experience for every student. It is not uncommon to have 25-50 volunteers working in the classrooms on any given day. Parents raise significant sums of money to fund materials that support our district programs. As a collective group, our PTA supports the purchase of technology, online academic programs, assemblies, field trips, classroom materials and after school programs such as a Math Club and reading Club. More than 100 parents work every week as volunteer classroom assistants. Parents and community members contribute their talents, knowledge, and experience as classroom speakers. Parents organize and participate with their children in a variety of community-service learning projects. Parents help to supervise the playground and direct traffic. All of these activities and many others are coordinated through the Webster PTA.

For more information on how to become involved at the school, please contact Karin Al Hardin, our PTA president at (310) 456-6494.

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

The staff reviews the school's safety plan annually. Students are supervised by school staff at all times while on the Webster campus. School grounds are open 20 minutes before school begins. Traffic, parking, and drop-off procedures have been developed in consultation with local law enforcement and the Webster PTA. Parent volunteers direct traffic and assist students as they are dropped off by parents. During the school day, all recesses are supervised by teachers and other school staff, as well as parent volunteers and Pepperdine University students in various programs.

Parents and guardians must sign students out of the office if they are picking them up during the school day. Physical education teachers, office staff, and teachers receive training in various areas related to student safety, including first aid and CPR. After school, all students are required to be enrolled in supervised programs if they remain at school, such as child care, homework club, and school-sponsored enrichment classes. During the school day, there is no unauthorized access to the school campus. All visitors must enter through the main office, sign in, and get a visitor's badge to be worn while on campus. Students are only released to parents or their designees.

The School Site Council annually reviews all aspects of school safety and security and makes recommendations based on the findings. District support is sought to implement any recommended changes or improvements. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.0	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	2.1	2.4
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.2
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	18	19	16	3	2	2		2	1			
1	19	24	24	2				1	2			
2	23	19	17		2	2	2					
3	22	25	19	1		2	2	2				
4	30	31	26				1	2	2			
5	30	24	32				2	2	2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Schoolwide focus on writing and communication
- Training in Write From the Beginning and Beyond
- Ongoing development of Professional Learning Communities
- Focus on California State Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSAs, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSAs. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$49,512
Mid-Range Teacher Salary	\$74,444	\$77,880
Highest Teacher Salary	\$100,278	\$96,387
Average Principal Salary (ES)	\$124,840	\$123,139
Average Principal Salary (MS)	\$138,074	\$129,919
Average Principal Salary (HS)	\$150,077	\$140,111
Superintendent Salary	\$200,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,352	\$34	\$8,318	\$85,781
District	◆	◆	\$7,252	\$82,581
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			13.7	3.8
Percent Difference: School Site/ State			15.5	7.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

A combination of state and federal funding is used to cover all aspects of our instructional program.

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

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.