



## Webster Elementary School

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The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC “shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children.” We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of Webster Elementary School.

### Santa Monica-Malibu Unified School District

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#### School Board Members

Julia Brownley, *President*, Kathy Wisnicki, *Vice President*, Emily Bloomfield, Oscar de la Torre, José Escarce, Maria Leon-Vazquez, Shane McLoud, John Deasy, *Superintendent of Schools*

**VISION STATEMENT** 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, life-long 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.

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**PRINCIPAL’S MESSAGE** Webster is distinguished by a highly professional staff of talented, creative teachers, tremendous parent involvement and support, and a highly supportive community in which our school enjoys a very positive reputation. Our students’ test scores rank in the top 10% in California, with an API of 901. Children experience an exciting, stimulating curriculum that begins with high academic expectations. Webster students learn to connect their school experiences to the real world through field trips, community service projects, and guest speakers.

Regular art, music, gardening, technology, and science lessons enrich every child’s education. Character education is woven throughout the instructional program. Most important, every child is welcomed into our classrooms and valued for his/ her unique gifts. Our students will tell you that school and learning are fun that they know that the adults at Webster truly care about them. Webster is distinguished by a highly professional staff of talented, creative teachers, tremendous parent involvement and support, and a highly supportive community in which our school enjoys a very positive reputation. Our students’ test scores rank in the top 10% in California, with an API of 901. Children experience an exciting, stimulating curriculum that begins with high academic expectations. Webster students learn to connect their school experiences to the real world through field trips, community service projects, and guest speakers.



Philip Cott, *Principal*

# About Our School

## School Description

Webster Elementary School in Malibu is a kindergarten-5th grade school serving 425 students. The students are 86.4% Caucasian, 5.6% Asian, 3.1% African-American, 4.7% Hispanic, 0.9% American Indian or Alaska Native. There are 20 regular education classrooms as well as instructors for Special Education students and English Language Learners. The program for students identified as Gifted and Talented (GATE) begins in 4th grade and includes about 25 students. Webster serves a predominantly middle to upper middle class community and enjoys a high level of parent involvement and community support.

## Opportunities for Parent Involvement

Parents are deeply involved in every aspect of Webster School's effort to provide a rich, educational experience for every student. Parents raise significant sums of money to fund such programs as classroom instructional aides, vocal music, gardening, technology, and field trips. Well over 100 parents work every week as volunteer classroom assistants. Parents and community members contribute their talents, knowledge, and experience as classroom speakers. Parents help to supervise the playground and direct traffic. All of these activities and many others are coordinated through the Webster PTA. Parent contact is Wendy Sidley (310) 456-7062.

## School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	13	3.1	Kindergarten	67
American Indian or Alaska Native	4	0.9	Grade 1	84
Asian	24	5.6	Grade 2	58
Filipino	0	0.0	Grade 3	78
Hispanic or Latino	20	4.7	Grade 4	69
Pacific Islander	0	0.0	Grade 5	69
White (Not Hispanic)	363	85.4	<b>Total Enrollment</b>	<b>425</b>
Multiple or No Response	1	0.2		

**Notes regarding the source and currency of data:** Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>. Most data presented in this report were collected from the 2004-05 school year and from the two preceding years (2003-04 and 2003-04). Data used for suspensions and expulsions, instructional minutes, minimum day and class size reduction were provided by the District staff.

## School Mission Statement

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 California State 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.

## School Safety, Discipline and Climate for Learning

Annual staff review of the school's safety plan was conducted in September, 2005. Students are supervised by school staff at all times while on the Webster campus. School grounds are open thirty 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. 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. The facilities have undergone major reconstruction projects in recent years, including upgrades in accessibility and seismic safety. 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 facilities at Webster School are in the best condition since the school opened in 1948. Taxpayer-funded reconstruction projects have resulted in safe, clean, modern classrooms and other instructional facilities for our students. Each of our twenty classroom teachers has a dedicated classroom. Our new library is beautiful and spacious. Our new computer lab provides 20 iBook computers, all on line. Webster's playground includes two grass playfields and a large, new play



structure. There is a classroom provided for our after school child care 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.

## Suspensions and Expulsions

Principles of accountability, respect for others and personal responsibility form the basis for all our schools' understanding about student behavior. While the District has Board approved policies for student behavior, individual school sites establish procedures that are developed with the participation of staff, parents and students.

Every classroom at Webster is taught by a fully qualified professional who understands that classroom management must be based on honesty, clear expectations, and mutual respect between the teacher and students. We believe in progressive discipline and consequences that are appropriate to each situation. Suspension is a last resort and is rarely implemented. We have had no expulsions at Webster since at least 1990.

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault.

The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools. The table to the right shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year and multiplied by 100. The District does not expel elementary students.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	0	2	0	761	687	890
<b>Rate of Suspensions</b>	0.00	0.45	0.00	5.95	5.34	7.09

## School Facilities

Webster's classrooms and grounds are in the best overall condition since the school was built in 1949. Two major reconstruction projects in the past eight 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 T-1 line. A new library and computer lab were completed in 2001. The playground includes two grass playfields and a newly constructed 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 facility which supports our school is well-maintained and is in well-functioning condition. Needed maintenance includes routine roof maintenance to keep warranties in effect, and deferred maintenance projects include flooring replacement, interior and exterior painting, and some light asphalt repairs. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. There are no emergency needs as defined by the Office of Public School Construction.

Evaluation Part	Facility in Good Repair?	Person Certifying	Date Certified	Deficiency and Remedial Actions Taken or Planned	Date Action Taken or Planned
Gas Leaks	Yes	J.W.Berriman	1/6/2006		
Mechanical Systems	Yes	J.W.Berriman	1/6/2006		
Windows/Doors/Gates (interior & exterior)	Yes	J.W.Berriman	1/6/2006		
Interior Surfaces (walls, floors, & ceilings)	Yes	J.W.Berriman	1/6/2006		
Hazardous Materials (interior & exterior)	Yes	J.W.Berriman	1/6/2006		
Structural Damage	Yes	J.W.Berriman	1/6/2006		
Fire Safety	Yes	J.W.Berriman	1/6/2006		
Electrical (interior & exterior)	Yes	J.W.Berriman	1/6/2006		
Pest / Vermin Infestation	Yes	J.W.Berriman	1/6/2006		
Drinking Fountains (inside & outside)	Yes	J.W.Berriman	1/6/2006		
Restrooms	Yes	J.W.Berriman	1/6/2006		
Sewer	Yes	J.W.Berriman	1/6/2006		
Playground / School Grounds	Yes	J.W.Berriman	1/6/2006		
Other	Yes	J.W.Berriman	1/6/2006		
<b>School Facility Conditions — Results of Inspection and Evaluation</b>					
How old is this school?	1948	Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.			
Deferred Maintenance Projects at this site?	Yes				
Modernization Projects	No				

For more information please visit <http://www.cde.ca.gov/ta/ac/sa/sarcnews040005.asp>



# About Our Students

## Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

## California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English Language Arts	71	70	77	56	56	61	35	36	40
Mathematics	74	73	78	51	48	51	35	34	38
Science		53	67	52	43	40	27	25	27

### CST - Racial/Ethnic Groups

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	*	*	80		36		79
Mathematics	*	*	80		73		78
Science	*	*	*		*		70

### CST - Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities
English Language Arts	75	81	41	44	52
Mathematics	77	79	65	61	48
Science	77	58	*	*	*

*Data reported in the charts above are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).*

### NRT - All Students

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	72	73	75	62	61	63	43	43	41
Mathematics	78	80	81	68	67	68	50	51	52

### NRT - Racial/Ethnic Groups

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*	*	*		*		78
Mathematics	*	*	*		*		80

### NRT - Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities
Reading	74	77	*	*	*
Mathematics	80	81	*	*	*

*Data reported in the charts above are the percent of students scoring at or above the 50th percentile.*



## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education 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	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	0.0	0.0	0.0	29.6	33.6	25.5	24.5	26.7	22.3



## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## Schoolwide API

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	99	99	Percent Tested	99	99	100
API Base Score	865	880	863	API Growth Score	875	868	901
Growth Target	A	A	A	Actual Growth	10	-12	38
Statewide Rank	10	10	9				
Similar Schools Rank	6	6	5				

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.



## API Subgroups - Racial/Ethnic Groups

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

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score	715		
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	881	894	881	API Growth Score	889	887	910
Growth Target	A	A	A	Actual Growth	8	-7	29

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.

## API Subgroups - Socioeconomically Disadvantaged

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

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score				API Growth Score			
Growth Target				Actual Growth			

## State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.



## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
  - Requirement 2: Percent proficient on the state's standards-based assessments
  - Requirement 3: API as an additional indicator
  - Requirement 4: Graduation rate (for secondary schools)
- Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used.

Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	Schoolwide			School			District		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	No	Yes			
Schoolside and Subgroups	School			District					
	2003	2004	2005	2003	2004	2005			
All Students	Yes	Yes	Yes	Yes	Yes	Yes			
African American	N/A	N/A	Yes	No	Yes	Yes			
American Indian or Alaska Native	N/A	N/A	Yes	N/A	N/A	Yes			
Asian	N/A	N/A	Yes	Yes	Yes	Yes			
Filipino	N/A	N/A	Yes	Yes	N/A	Yes			
Hispanic or Latino	N/A	N/A	Yes	Yes	Yes	Yes			
Pacific Islander	N/A	N/A	Yes	N/A	N/A	Yes			
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes			
Socioeconomically Disadvantaged	N/A	Yes	Yes	Yes	Yes	Yes			
English Learners	N/A	N/A	Yes	Yes	Yes	Yes			
Students with Disabilities	N/A	N/A	Yes	No	No	Yes			



## Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	n/a	---
Year in Program Improvement	n/a	---
Year Exited Program Improvement	n/a	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

## Local Assessment

At three points during the year (November, January, and June), all students in grades 1-5 participate in literacy assessment. These assessments are aligned with our adopted English Language Arts series, Houghton Mifflin's *READING, A Legacy of Literacy, California Edition*. Both the assessments and the text are aligned to California State Content Standards. Formative literacy assessment provides teachers with detailed data about the performance of individual students and the class as a whole on the following dimensions of English Language Arts instruction:

- Vocabulary
- Reading Comprehension
- Writing Strategies
- Sentence Structure
- Grammar
- Spelling
- Listening

Teachers use the data from formative assessment in many ways, such as to identify students who are in need of academic support or to plan and pace classroom instruction.

The adjacent tables summarize, grade-by-grade, overall results from the formative literacy assessments from the February and June administrations in the 2002-2003, 2003-2004 and 2004-2005 academic years. The number in each box is the percentage of students who met or exceeded the district benchmark of 75% correct on the formative assessment. Data are included for Webster Elementary School and for the district as a whole.

Overall, Webster's scores on both the February 2005 and June 2005 formative assessments were higher than the overall district scores. The percentage of students who met or exceeded the district benchmark of 75% correct on the assessment improved at each grade level between June 2003 and June 2005. At two grade levels (1<sup>st</sup> and 2<sup>nd</sup>) more than 90% of the students met or exceeded the district benchmark in June 2005.

Grade Level	Webster Elementary School			District		
	2003-Feb	2004-Feb	2005-Feb	2003-Feb	2004-Feb	2005-Feb
1	88%	89%	92%	75%	85%	77%
2	73%	71%	79%	65%	71%	69%
3	72%	84%	84%	72%	80%	78%
4	58%	60%	71%	56%	61%	61%
5	84%	63%	68%	59%	62%	60%

**Elementary Formative Literacy Assessment Overall Scores — February Administration (2003, 2004 and 2005) School and District Comparison**

Grade Level	Webster Elementary School			District		
	2003-Jun	2004-Jun	2005-Jun	2003-Jun	2004-Jun	2005-Jun
1	86%	90%	98%	82%	86%	82%
2	92%	81%	93%	87%	87%	89%
3	72%	76%	81%	71%	72%	75%
4	68%	65%	84%	60%	66%	67%
5	76%	72%	80%	61%	64%	65%

**Elementary Formative Literacy Assessment Overall Scores — June Administration (2003, 2004 and 2005) School and District Comparison**



## Quality of School Instruction and Leadership

The goals enumerated in Webster Elementary School's school improvement plan for 2004-05 were:

1. Increase overall academic achievement for ALL students in English Language Arts and Mathematics.
2. Increase academic achievement for socioeconomically disadvantaged students in English Language Arts and Mathematics.
3. Increase academic achievement for English Learners in English Language Arts and Mathematics.
4. Increase academic achievement for Students with Disabilities in English Language Arts and Mathematics.
5. Increase student achievement in English Language Arts and Mathematics by using culturally responsive practices.

Action Proposals to Meet Goals Were Adopted As Follows:

1. Work with District Educational Services staff to identify and implement a proven intervention program for students falling below grade level expectations in English/Language Arts.
2. Offer effective parent education throughout the year to give more parents the skills they need to work with and support their children.
3. Work with District Educational Services staff to plan and conduct effective staff development activities that will have the greatest direct impact on improving student achievement.
4. Continue to emphasize collaboration among our staff.

Webster Elementary School is committed to providing each student with a rich and rigorous curriculum that is aligned with the State's content standards and frameworks for literacy, mathematics, science and social studies. Textbooks and supplemental materials are aligned with the content standards. Staff members work diligently reviewing and refining the instructional program through collaborative planning and evaluation in weekly meetings. It is our intention to provide access to the core curriculum for all students at the school. The underpinnings of much of our current work to strengthen and align the curricular and instructional program come from the Principles of Learning research of Dr. L. Resnick from the University of Pittsburgh. Classrooms reflect clear expectations, academic rigor in a thinking curriculum, and accountable talk. Staff members participate in Learning Walks – organized visits through the school's learning areas – using the Principles of Learning to focus on areas of success and areas in need of improvement. Other strategies staff members are using to strengthen teaching and learning include: staff analysis of data on student performance; grade level curriculum and assessment planning; classroom visitations, including Learning Walks; review and analysis of student work; and targeted professional development based on observed needs.

Leadership at Webster Elementary School is distributed. The school's instructional leader, Philip Cott, has been an educator for 31 years, including 15 years as principal at this site, 2 additional years in administrative positions, and 14 years as a classroom teacher. The principal involves staff members and parents in decision-making at the site through formal mechanisms such as the site's Governance Council, and parent organizations, including PTA and ELAC/BAC. Students identified as academically low achieving are provided with increased learning opportunities with special emphasis on expanded learning experiences. Under-performing students and special needs students who are at-risk in academic achievement are provided with an extended day program and summer school programs as interventions. The extended day program also provides enrichment opportunities for all students. To ensure equal access to the core curriculum, special needs students and English Learners receive appropriate supports and/or accommodations that correspond to their specific needs within the least restrictive learning environment. Student progress in mastering state standards is regularly monitored through daily classroom work, classroom and grade level assessments, district formative assessments, and participation in state mandated testing. Grade level teams use much of their meeting time to review student work and assessment data and to plan modifications to instruction to meet identified student needs. All elementary schools report student progress to parents at three points in the year, and parents are encouraged to arrange meetings with teachers if there are questions or concerns that they would like to discuss.



## Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

## Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	"To the extent that the required data are available, District's are required to prepare and distribute this revised reporting element as part of their 2004-05 report cards to be published in the 2005-06 school year. If the required data are not available, District's are required to collect the required data for inclusion in the 2005-06 report cards to be published in the 2006-07 school year." The District did not collect these data. For the 2004-05 school year, however they were collected for the current school year and will be reported in the 2005-06 SARC, to be issued next year.	
Mathematics		
Science		
History-Social Science		
Health		

## Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

2003-2004 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
K	12	40,440	36,000
1,2	9	53,211	53,100
3	9	54,510	53,100
4,5	9	54,510	54,480

## Use of Technology

"The Santa Monica-Malibu Unified School District will prepare students for life in the information age. Through effective and creative use of multimedia, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success." *SMMUSD Technology Use Plan* <http://www.tech.smmusd.org/Site%20Folder/Pages/TUP.html>

The Santa Monica-Malibu Unified School District continues to provide rich resources to all school sites: filtered Internet access, on-line electronic resources, multimedia computers in every classroom, 100% district Internet connectivity, well managed school libraries, school web sites, and laptops for teachers. SMMUSD has set high standards in technology for all students and teachers. The district's goals for technology include:

- All students will have access to technology.
- Technology will be integrated into all curricular areas.
- Students will use a variety of technology tools for learning, literacy, intellectual growth and problem solving.
- Teachers will be trained in the use of technology and how to integrate it into all curricular areas.
- Public and private partnerships will be established and maintained in order to develop resources and stay current with workforce technology needs.
- Students and staff will practice positive, ethical attitudes about technology.
- Students and staff will practice appropriate and safe use of technology.

SMMUSD access to technology continues to positively impact student achievement.

School	# of Computers	# of Students per Computer	# of Classrooms with Internet
Webster Elementary	150	2.8	20
District Total	3,179	3.9	652
County Total	358,234	4.8	74,403
State Total	1,320,360	4.8	310,593



# Teachers and Staff

## Teacher Evaluations

Teacher evaluation procedures are defined in the *SMMCTA-SMMUSD Bargaining Agreement*. Non-permanent teachers (temporary and probationary) are formally evaluated at least two times a year. Tenured teachers are evaluated every two years, and they have an option of a formal (2-year) professional growth cycle every other evaluation. The District, in cooperation with the Santa Monica-Malibu Classroom Teachers Association (*SMMCTA*), is piloting a new standards-based evaluation system. The current evaluation system evaluates teachers on instructional effectiveness, classroom management, and professional activities. Although it is not required, most formal observations are scheduled. All evaluations are confidential. Teachers may receive ratings of *satisfactory*, *needs improvement*, or *unsatisfactory*.

## Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	2.3
Master's Degree plus 30 or more semester hours	26.1	21.0
Master's Degree	26.1	31.8
Bachelor's Degree plus 30 or more semester hours	30.4	32.6
Bachelor's Degree	17.4	12.4
Less than Bachelor's Degree	0.0	0.0



## Average Class Size & Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003			2004			2005					
	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	17.7	3		19.0	5		19.3	4				
1	19.6	5		20.0	4		18.4	5				
2	18.0	2		19.7	3		19.3	3				
3	20.0	3		20.0	3		19.5	4				
4	27.5		2	30.0		2	29.5		2			
5	22.5	1	1	31.0		2	27.0		2			
K-3	19.0	3		20.3	2	1	20.0	1				
4-8	28.3		3	31.0		1	25.0		1			

## Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%



## Staff Education Level and Service Report for Certificated Staff by School for the Year 2004-05

School	Gender	Education Level								Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported	Total Staff	Avg. Years of Ed. Service	Avg. Years in the District
Webster Elementary	Female	0 (0.0 %)	5 (22.7 %)	6 (27.3 %)	7 (31.8 %)	4 (18.2 %)	0 (0.0 %)	0 (0.0 %)	22	10.8	9.3
	Male	0 (0.0 %)	3 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	3	33.7	28.3
<b>Total</b>		0 (0.0 %)	8 (32.0 %)	6 (24.0 %)	7 (28.0 %)	4 (16.0 %)	0 (0.0 %)	0 (0.0 %)	25	13.5	11.6
Districtwide	Female	10 (1.9 %)	127 (23.7 %)	185 (34.5 %)	159 (29.7 %)	55 (10.3 %)	0 (0.0 %)	0 (0.0 %)	536	13.9	10.1
	Male	13 (6.8 %)	52 (27.4 %)	48 (25.3 %)	53 (27.9 %)	24 (12.6 %)	0 (0.0 %)	0 (0.0 %)	190	15.1	11.4
<b>Total</b>		23 (3.2 %)	179 (24.7 %)	233 (32.1 %)	212 (29.2 %)	79 (10.9 %)	0 (0.0 %)	0 (0.0 %)	726	14.2	10.4
Countywide	Female	912 (1.4 %)	12,803 (19.2 %)	13,257 (19.9 %)	23,667 (35.4 %)	15,310 (22.9 %)	824 (1.2 %)	2 (0.0 %)	66,775	13.0	11.2
	Male	825 (3.0 %)	5,336 (19.6 %)	4,883 (17.9 %)	8,832 (32.4 %)	6,977 (25.6 %)	391 (1.4 %)	1 (0.0 %)	27,245	12.8	11.1
	None Reported	0 (0.0 %)	24 (14.7 %)	36 (22.1 %)	40 (24.5 %)	51 (31.3 %)	12 (7.4 %)	0 (0.0 %)	163	7.0	5.3
<b>Total</b>		1,737 (1.8 %)	18,163 (19.3 %)	18,176 (19.3 %)	32,539 (34.5 %)	22,338 (23.7 %)	1,227 (1.3 %)	3 (0.0 %)	94,183	12.9	11.1
Statewide	Female	2,791 (1.1 %)	41,777 (16.5 %)	51,827 (20.5 %)	111,420 (44.0 %)	43,698 (17.3 %)	1,663 (0.7 %)	29 (0.0 %)	253,205	13.2	10.7
	Male	2,611 (2.6 %)	18,297 (18.3 %)	19,683 (19.7 %)	39,600 (39.7 %)	18,633 (18.7 %)	885 (0.9 %)	11 (0.0 %)	99,720	14.0	11.2
	None Reported	0 (0.0 %)	25 (14.5 %)	36 (20.9 %)	43 (25.0 %)	51 (29.7 %)	12 (7.0 %)	5 (2.9 %)	172	7.0	5.3
<b>Total</b>		5,402 (1.5 %)	60,099 (17.0 %)	71,546 (20.3 %)	151,063 (42.8 %)	62,382 (17.7 %)	2,560 (0.7 %)	45 (0.0 %)	353,097	13.4	10.8

### Availability of Substitutes

Webster is fortunate to be able to rely on a pool of substitute teachers who live in the community and are regularly available. Some of our substitutes work here in other capacities and are readily available when needed.



### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	23	23	23
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	21	22	22
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	3	2	2
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

Elementary School	Number of Teachers Teaching Outside Subject Area (Full Credential)			Teacher Misassignments		Vacant Teacher Positions
	2003	2004	2005	2005 Regular	2005 ELD	2005
Edison	0	0	0	0	7	0

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.



## Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education’s Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school’s classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	95.2
All Schools in District	87.4
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	86.5

Title	FTE
Counselor	0.00
Librarian	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

## Counselors & Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.



## Professional Development and Curriculum Improvement Programs

All teachers and staff at each of our school sites participate in ongoing professional development and curriculum and instructional improvement efforts through “banked time,” 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our calendar for intensive professional development and planning. One of these days is a district wide day, the other two are developed by, and conducted at, individual sites.

Areas of district-wide focus for teacher and administrator professional development are determined by a needs assessment conducted by Educational Services. The needs assessment consisted of 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 schools are the following:

- The Principles of Learning, especially Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk;
- Literacy and Mathematics;
- Using data to improve classroom instruction;
- Culturally Relevant Pedagogy
- Special education and supports for English Language Learners;
- Safe schools and healthy students; and
- Character education.

At individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade level teams as appropriate.

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide coaching to teachers through a variety of mechanisms. Coaching and mentoring occur through several programs – BTSA, National Boards, literacy and ELD coaching, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors. Additionally, professional development occurs through workshop series during banked time or as after school opportunities. Teachers may also attend workshops or conferences as school improvement and grant funding permit. Occasionally, teachers will attend a full-day professional development opportunity offered by our own staff or appropriately selected consultants. We have worked closely with the Writers Workshop program out of Teachers College of Columbia as well as the Six Traits of Writing out of Great Source programs.

Each August, all new teachers and any interested second year teachers are invited to participate in Teacher Academy – four days of professional development and orientation to district wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in coaching through a cohort that works with a support network through teachers already Nationally Board Certified.

## Fiscal Services

### Salaries

**Average Salaries** (Fiscal Year 2003-2004) Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,021	\$36,416
Mid-Range Teacher Salary	\$58,262	\$57,615
Highest Teacher Salary	\$78,442	\$72,229
Average Principal Salary (Elementary)	\$98,992	\$92,400
Average Principal Salary (Middle)	\$100,474	\$96,144
Average Principal Salary (High)	\$123,367	\$103,778
Superintendent Salary	\$154,351	\$153,803
Percent of Budget for Teacher Salaries	41.9	42.5
Percent of Budget for Administrative Salaries	6.1	5.4

### School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
The requirement for this data was not established until September 2005 and the District did provide for its collection for the 2003-04 school year. However, data for the current year will be presented in the report cards next year.				

*Data reported are to reflect actual salaries paid to certificated instructional personnel at the school site. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.*



## Revenues and Expenditures

School districts rely on a variety of income sources for funding.

The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts\* statewide receive and to all other districts statewide.

Financial Statement Charts: Revenues Santa Monica-Malibu Unified, 2003-04						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Revenue Limit - State Aid	1,722	21.3%	2,676	36.8%	2,631	36.3%
Revenue Limit - Local Property Taxes & Fees	3,131	38.8%	2,115	29.1%	2,212	30.5%
Federal Revenues	372	4.6%	677	9.3%	653	9.0%
Other State Revenues	1,232	15.3%	1,457	20.0%	1,360	18.8%
Other Local Revenues	1,609	20.0%	351	4.8%	395	5.4%
<b>Total, Revenues</b>	<b>8,066</b>	<b>100%</b>	<b>7,276</b>	<b>100%</b>	<b>7,251</b>	<b>100%</b>

Note: These numbers reflect the General Fund revenues for the school district (account codes 8010-8799). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

The revenues per ADA figure may include money that is passed through to a specific use, such as some Special Education funds. The expenditure of this money must be recorded as Other Outgo; it is therefore not part of the expenditures per ADA figure.

Note: For a short explanation of how school districts are funded, see A Guide to California's School Finance System.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the state-wide average for all unified school districts and for all districts in the state combined.

Financial Statement Charts: Expenditures Santa Monica-Malibu Unified, 2003-04						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Certificated Salaries	4,105	50.7%	3,656	51.1%	3,617	51.1%
Classified Salaries	1,386	17.1%	1,091	15.3%	1,086	15.3%
Employee Benefits	1,537	19.0%	1,352	18.9%	1,333	18.8%
Books and Supplies	274	3.4%	383	5.4%	379	5.4%
Services, Other Operating Expenses	797	9.8%	673	9.4%	661	9.3%
<b>Subtotal, Expenditures</b>	<b>8,098</b>	<b>100%</b>	<b>7,155</b>	<b>100%</b>	<b>7,077</b>	<b>100%</b>

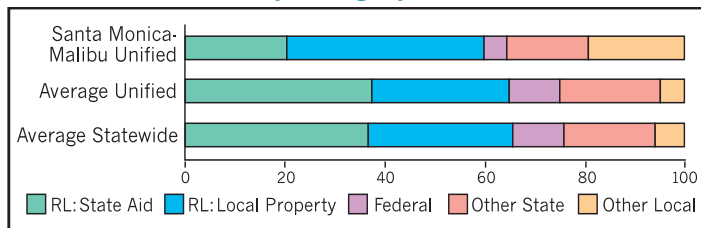
Note: These numbers reflect the costs of operating the school district (account codes 1000-5999). Not included are capital outlay (6000-6599), other outgo (7100-7299), and direct support/indirect costs (7300-7399). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

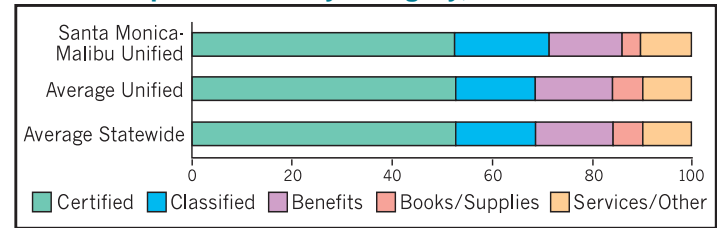
More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

\*There are three kinds of districts in California: Elementary, High School and Unified.

### Percent Revenues - by Category, 2003-04



### Percent Expenditures - by Category, 2003-04



## Expenditures (Fiscal Year 2003-04)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average.

Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average for Districts in Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$96,756,133	\$7,665	\$6,882	\$6,822

## Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil				Percent Difference Between School Site and	
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	Percent Difference

The requirement for this data was not established until September 2005 and the District did provide for its collection for the 2003-04 school year. However, data for the current year will be presented in the report cards next year.

Data reported are to include actual salaries of personnel assigned to the school site. The CDE will begin calculating state expenditures per pupil from unrestricted sources, using 2004-05 data, for report cards published in the 2006-07 school year.

