



# Webster Elementary School Accountability Report Card (SARC) 2001-2002

## Webster Elementary School

3602 Winter Canyon • Malibu, CA 90265-4835 • (310) 456-6494  
webwebs@smmusd.org • <http://www.webster.smmusd.org>

### Santa Monica-Malibu Unified School District

1651 Sixteenth Street • Santa Monica, California 90404  
310.450.8338 • [sarc@smmusd.org](mailto:sarc@smmusd.org)  
[www.smmusd.org](http://www.smmusd.org)

### School Board Members

Maria Leon-Vazquez, President, José Escarce, Vice President,  
Emily Bloomfield, Julia Brownley,  
Oscar de la Torre, Mike Jordan, Shane McCloud  
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, multi-lingual 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.

### SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

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.

## 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 873. 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 that they know that the adults at Webster truly care about them.



Philip Cott, Principal

## TABLE OF CONTENTS

<b>About Our School</b>	<b>Pages 2-3</b>
School Description and Mission Statement	
Opportunities for Parent Involvement	
Student Enrollment and Demographic Information	
School Safety, Discipline and Climate for Learning Programs and Practices that Promote a Positive Learning Environment	
Suspensions and Expulsions	
School Facilities	
<b>About Our Students</b>	<b>Pages 3-6</b>
STAR9 Report	
California Fitness Test	
Local Assessment	
Academic Performance Index (API)	
Class Size (Class Size Reduction)	
<b>What We Teach</b>	<b>Page 6-7</b>
Instruction and Leadership	
Curriculum Improvement	
Quality of and Currency of Textbooks and Other Instructional Material and Technology	
Minimum Days	
Instructional Time	
<b>Teachers and Staff</b>	<b>Page 7</b>
Credentials	
Pupil Support Staff	
Teacher Evaluations	
Substitutes	
Professional Development	
<b>Fiscal Services</b>	<b>Page 8</b>
Revenues and Expenditures	
Salaries	

# About Our School

## School Description

Webster Elementary School in Malibu is a kindergarten-5th grade school serving 440 students. The students are 85% to 90% Caucasian with the remaining 10% to 15% of the students coming from Asian, African-American, and Hispanic backgrounds. 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 40 students. Webster serves a predominantly middle to upper middle class community and enjoys a high level of parent involvement and community support.

## 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 basic skills, 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.

## 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. Its co-presidents are Lisa Toledo (317-0513) and Kevin Montgomery (456-0098).

## Student Enrollment and Demographic Information

2000-2001	Number of Students	Percentage of Students	Grade Level	Enrollment
African-American	10	2.3	Kindergarten	79
Amer. Indian or Alaska Native	1	0.2	Grade 1	60
Asian-American	21	4.7	Grade 2	69
Filipino-American	0	0.0	Grade 3	85
Hispanic or Latino	25	5.6	Grade 4	76
Pacific Islander	0	0.0	Grade 5	75
White (Not Hispanic)	387	87.2	<b>Total</b>	<b>444</b>

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

## School Safety, Discipline and Climate for Learning

The School Safety Plan was last revised in March, 2003 and discussed with the staff at that time. Webster has a very detailed disaster plan in the event of a brushfire and we have successfully evacuated the school twice in the 1990's. We are very well-prepared to care for the entire student body and staff for up to 72 hours in the event of an earthquake. Many staff members have received extensive disaster training, including First Aid and CPR. All visitors must sign-in at the main office and parent volunteers wear picture ID badges.

## Programs and Practices that Promote a Positive Learning Environment

Webster School is known throughout the community for its positive learning environment. Parents and community members regularly contribute their energies and talents to students in every classroom. Students participate in an effective Student Council that allows true student involvement in school

events and activities. Character education through the Character Counts program is a major initiative throughout the school. Community service learning opportunities are regularly offered to individual classrooms, and to the entire school. Student achievement is celebrated at events such as music programs, an art show, a talent show, classroom presentations, authors' fairs, and other special events.

## 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 below 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. SMMUSD does not expel elementary students.

	School			District All Elementary		
	2000	2001	2002	2000	2001	2002
Elementary Suspensions (Number)	3	2	6	121	119	121
Elementary Suspensions (Rate)	0.67	0.44	1.32	2.18	2.25	2.19



## 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.



## About Our Students

### STAR 9 Report

For the fifth year, California public school students in grades 2 through 11 took part in the state's STAR Program. The spring 2002 administration included two major components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and California Standards Tests. Subject areas tested on the Stanford 9 were the same as the previous year. Writing tests at grades 4 and 7 and science and history-social science tests at grades 9 through 11 were added to the California Standards Tests last spring.

#### California Standards Tests (CST)

The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. Electronic versions of subject content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/> and [http://www.cde.ca.gov/cdepress/standards\\_brochures.html](http://www.cde.ca.gov/cdepress/standards_brochures.html). Additional information regarding the content standards is also available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints.html>.

Standards Tests for 2001 STAR include questions from the Stanford 9 English-Language Arts tests for grades 2 through 11 and Mathematics tests for grades 2 through 7 that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

#### English Language Arts (ELA)

The California English Language Arts Standards scores are based on 75 questions for grades 2 and 3 and 90 questions for grades 4 - 11. For all grades the California English Language Arts Standards Tests have 35 questions specifically written for assessing competency. The additional 40 questions for grades 2 and 3 and 55 questions for grades 4 - 11 are taken from the Stanford 9 reading and language tests. Stanford 9 spelling test questions are also used in grades 2 - 8. Language Arts experts matched the Stanford 9 questions to California's content standards and selected the specific questions to be used as part of the standards-based scores for each grade.

Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

The California Department of Education's Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2to10.pdf>. The tables below show the percentage of students achieving at the Proficient or Advanced level, meeting or exceeding the state standard.

**CST English Language Arts**

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	56	68	---	57	54	---	32	32
3	---	65	70	---	51	53	---	30	34
4	---	69	72	---	59	58	---	33	36
5	---	67	68	---	54	58	---	28	31

**CST ELA Subgroups**

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	White (not Hispanic)
2	62	73	ns	72	ns	70	75
3	61	78	ns	69	ns	72	70
4	64	78	ns	71	ns	75	75
5	57	80	ns	70	ns	72	70

*ns: scores are not reported on groups of less than ten*



### CST Mathematics

A high-quality mathematics program trains the mind to be analytical, providing the foundation for intelligent and precise thinking. California Mathematics Standards Tests address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. More information is available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints/math/math2to7.pdf>.

The tables below show the percentage of students achieving at the Proficient or Advanced level, meeting or exceeding the state standard.

#### CST Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	--	--	79	--	--	60	--	--	43
3	--	--	63	--	--	54	--	--	38
4	--	--	74	--	--	60	--	--	37
5	--	--	75	--	--	53	--	--	29

#### CST Mathematics - Subgroups

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	78	80	ns	81	ns	82
3	61	65	ns	64	ns	65
4	70	76	ns	75	ns	77
5	70	80	ns	77	ns	80

ns: scores are not reported on groups of ten or less

#### Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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.

The following tables show percentage of students scoring at or above the 50th percentile.

#### Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	89	86	85	75	78	77	49	51	53
3	84	89	86	71	71	72	44	46	47
4	80	79	91	73	73	74	45	47	49
5	82	87	82	71	75	75	44	45	46

#### Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	89	83	89	80	82	80	57	58	62
3	81	86	92	76	74	74	56	59	62
4	91	85	91	75	79	81	51	54	58
5	77	86	91	76	79	81	50	54	57

### Stanford 9 Subgroups - Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Racial/Ethnic White (not Hispanic)
2	78	91	ns	89	ns	91	92
3	77	95	ns	87	ns	86	85
4	90	92	ns	93	ns	94	94
5	71	94	ns	85	ns	83	86

ns: scores are not reported on groups of ten or less

### Stanford 9 Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Racial/Ethnic White (not Hispanic)
2	86	91	ns	93	ns	91	94
3	90	95	ns	93	ns	93	92
4	90	92	ns	93	ns	94	94
5	85	97	ns	94	ns	92	93

ns: scores are not reported on groups of ten or less

### California Fitness Test

Assembly Bill 265, signed into law in October 1995 (E.C. Section 2, Chapter 6. Section 60800) re-established the statewide physical performance test and mandated that: "during the month of March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education."

AB265 also required that the physical fitness testing data be collected at least once every two years. In February 1996, the State Board of Education designated the *Fitnessgram* as the required physical performance test to be administered to California students. For a complete copy of this report, please see <http://www.cde.ca.gov/stateTests/pe/>.

The *Fitnessgram* uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as the basis for establishing the *Fitnessgram* standards. Performance is classified into two general areas: "in the healthy fitness zone(HFZ)" and "needs improvement." Physical fitness consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. Activities used to measure these components may be found at <http://www.cde.ca.gov/challenge/pe.html>.

Percentage of 5th grade students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	50.7	54.5	47.4	30.5	33.6	27.7	22.2	23.4	21.5



## Local Assessment

Teachers use a variety of assessment tools throughout the school year and in various grade levels in making a determination of whether a student meets or exceeds District standards in Language Arts (Reading and Writing) and Mathematics.

Percentage of students meeting or exceeding the district standard

Grade Level	Language Arts (Reading & Writing)			Mathematics		
	2000	2001	2002	2000	2001	2002
K	80.3	96.9	88.1	83.1	93.8	88.2
1	88.4	87.7	94.8	95.3	95.9	94.8
2	90.4	100.0	89.1	94.5	95.6	90.5
3	91.5	75.7	87.7	91.8	87.8	85.2
4	84.5	83.3	92.4	88.2	84.7	86.4
5	83.3	94.0	89.7	85.1	92.9	91.7



## Academic Performance Index (API)

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward that goal. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions. The 2001 Base APIs include results from the California Standards Test in English Language Arts (CST ELA), which was given in spring 2001. Previous APIs had relied solely on results from the Stanford 9. The 2001 Base API determines the targets for the spring 2002 testing and provides new school rankings.



**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 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 monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. For an explanation of terms please see: <http://www.cde.ca.gov/psaa/api/api0203/base/expn02b.htm>. A number of changes have occurred that impact the 2002 Base Academic Performance Index (API). In addition, California's proposal to respond to No Child Left Behind (NCLB) requirements could create further changes. A brief summary of current changes in the 2002 API Base and changes that could impact the API in the near future may be found at <http://www.cde.ca.gov/psaa/api/api0203/base/infog02b.pdf>.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

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

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

### School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001*		1999	2000	2001
Percentage Tested	100	100	100	Percentage Tested	100	100	--
Base API Score	824	873	861	Growth API Score	873	873	--
Growth Target		A	A	Actual Growth	49	0	--
Statewide Rank	10	10	10	Eligible for Awards	Yes	No	--
Similar Schools Rank	7	6	4	Eligible for II/USP	NA	NA	--

A: means the school scored at or above the interim statewide Performance Target of 800.

\*Please note: Because the 2001 Base API includes the new California standards-based English Language Arts test and because the calculation of the 2001 Base API is different from the 2001 Growth API calculation, any comparison of the two would be inappropriate.

### API Subgroups Racial/Ethnic

	API Base Data				API Growth Data		
	White (not Hispanic)				White (not Hispanic)		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Target	842	880	871	API Growth Score	880	881	891
Growth Target		A	A	Actual Growth	38	1	20

A: means the school scored at or above the interim statewide Performance Target of 800.



## Class Size (Class Size Reduction)

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS.

Grade	2000			2001			2002					
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.00	3	0	0	19.67	3	0	0	19.50	4	0	0
1	20.00	4	0	0	19.25	4	0	0	20.00	4	0	0
2	19.33	3	0	0	20.00	4	0	0	19.00	3	0	0
3	19.33	3	0	0	20.00	3	0	0	19.00	4	0	0
4	33.00	0	0	3	32.00	0	1	0	31.00	0	2	0
5	29.00	0	2	0	31.00	0	1	0	30.00	0	2	0
K-3	19.33	3	0	0	20.00	2	0	0	20.00	1	0	0
3-4												
4-8	31.00	0	1	0	32.00	0	3	0	30.00	0	1	0

### Class Size Reduction Participation

California's K-3 Class Size Reduction program was established in 1996 to improve the educational program, especially in reading and mathematics, for children in kindergarten and grades one through three. Incentive funding is provided to participating school districts for the purpose of implementing an average pupil-teacher ratio of twenty to one in up to four grade levels.

Grade Level	Percentage of Pupils Participating		
	2000	2001	2002
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

More information is available at <http://www.cde.ca.gov/classize/>

## What We Teach

### Instruction and Leadership/Curriculum Improvement

The staff at Webster regularly seeks out and implements progressive new ideas, programs, and instructional strategies to improve student achievement. We also believe that it is important to maintain strategies that have proven to be effective. The staff at Webster is deeply involved in implementation of the Principles of Learning that have been developed by the Institute for Learning at the University of Pittsburgh. This process includes periodic "Walkthroughs" which will help the staff assess its progress. All classrooms use State-adopted instructional materials in language arts, mathematics, science, and social studies that are aligned with the new State standards.

A great deal of attention is focused on students who are not meeting grade level standards or who need support in other areas. There are after school and summer intensive reading classes as well as a reading specialist for students during the school day. A Homework Club after school gives students access to tutoring and computers. Counseling is available to students and their families on campus free of charge. Pepperdine students are paired with Webster students as mentors and tutors. A bilingual community liaison works closely with Spanish speaking families to keep them connected to the school. English Language Learners are served by an ESL specialist.

Special Education services are provided to students who qualify in the least restrictive environment as prescribed by Federal and State law. The Resource Teacher and her instructional aide work collaboratively with the classroom teachers to meet their students' needs. Speech and Language services are also provided to students at Webster. When it is appropriate, special needs students are fully included in the regular education program with the necessary support.

### Quality of and Currency of Textbooks and Other Instructional Material

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions. Students in all of our schools have access to all basic and supplemental textbooks, as well as other instructional materials in sufficient quantity to effectively support the schools' instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.



## Technology

The Santa Monica-Malibu Unified School District's Vision for Technology states that SMMUSD will prepare students for life in the information age. Rich resources, that include filtered Internet access, on-line electronic resources, multimedia, well managed school libraries, school web sites, and after school hours access to computers are available to all children in the School District. To support the vision, the Board of Education approved the Technology Use Plan that includes a set of goals for all students. These goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics. There are six technology standards from which specific technology outcomes for elementary, middle, and high school students are derived.

## Instructional Time 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 table on the right shows the number of minimum days at Webster Elementary School. These days allow teachers and administrators to collaborate on curriculum and instructional issues, to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.

2000-2001 Grade Level	Number of minimum days	Total Instructional Minutes	Required by State
Kindergarten	9	42,420	36,000
1st, 2nd	9	53,940	53,100
3rd, 4th, 5th	9	54,815	53,100

# Teachers and Staff

## Credentials

Part-time teachers are counted as '.1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
<b>Total Number of Teachers</b>	23	23	22
<b>Full Credential</b> (Fully credentialed and teaching in subject area)	23	22	20
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside of subject area)	0	0	0
<b>Emergency Credential</b> (includes district internship, university internship, pre-interns and emergency permits)	0	1	3
<b>Teachers and Waivers</b> (does not have credential and does not qualify for an emergency permit)	0	0	0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, categories on this report may not add up to Total Number of Teachers.

## Pupil Support Staff (Counselors/Support Staff)

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

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

## Teacher Evaluations

All Webster teachers are evaluated regularly by the principal as required by School District policy and procedures. Webster staff takes full advantage of the three, State funded days each year for staff development. Webster teachers regularly attend a wide variety of conferences, workshops, and in-service training to maintain their individual programs of professional growth.

## 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.

## Professional Development

Each year, our staff takes maximum advantage of the three days the State provides for staff development. Teachers also have the opportunity to attend a wide variety of workshops, classes, and conferences to further their own professional development. The staff is currently involved in a long term effort to incorporate the "Principles of Learning" into instructional programs in every classroom.



# Fiscal Services

## 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. 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.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$24,088,355	\$1,966	71%	\$2,759	\$2,709
Local Property Taxes & Fees	32,417,737	2,646	153%	1,728	1,816
<b>SUBTOTAL, REVENUE LIMIT SOURCES</b>	<b>\$56,506,092</b>	<b>\$4,613</b>	<b>103%</b>	<b>\$4,487</b>	<b>\$4,525</b>
Federal Revenues	\$3,103,460	\$253	63%	\$403	\$392
Other State Revenues	20,522,894	1,675	100%	1,680	1,603
Lottery	1,793,021	146	98%	150	149
Other Local Revenues	15,101,177	1,233	356%	346	386
<b>TOTAL</b>	<b>\$97,026,644</b>	<b>\$7,920</b>	<b>112%</b>	<b>\$7,066</b>	<b>\$7,054</b>

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

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01 EXPENDITURES				Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA)	% of Avg Unified	\$ / Student (ADA)	\$ / Student (ADA)
Certificated Salaries	\$45,707,010	\$3,731	107%	\$3,503	\$3,467
Classified Salaries	16,661,468	1,360	129%	1,052	1,046
Employee Benefits	10,681,537	872	89%	983	977
Books and Supplies	3,144,453	257	70%	366	366
Services, Other exp.	8,554,620	698	115%	606	598
<b>SUBTOTAL</b>	<b>\$84,749,088</b>	<b>\$6,918</b>	<b>106%</b>	<b>\$6,509</b>	<b>\$6,454</b>
OTHER	\$4,381,532				
<b>TOTAL</b>	<b>\$89,130,620</b>				
	\$7,986,024	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES			

The table below shows how SMMUSD spends its money in comparison to other unified school districts in the state and to all districts in the state.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)				
By law, "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the current expense figure excludes food services, facilities, acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the preceding table on the left.				
Santa Monica-Malibu Unified School District			Statewide Average	
Total Dollars	Current Expense ADA	\$ / Student (ADA)	\$ / Student (ADA)	\$ / Student (ADA)
\$83,372,176	\$12,250	\$6,806	\$6,414	\$6,360
Source: California Department of Education, School Fiscal Services Division, J200/SACS Repts.				

Extensive financial information at the state, county, district and school level is available at Ed Source <http://www.edsource.org/index.cfm>.

## Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,342.

## Salaries

**Average Salaries** (Fiscal Year 2000-2001)  
Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,255	\$34,802
Mid-Range Teacher Salary	\$55,446	\$54,455
Highest Teacher Salary	\$76,890	\$68,873
Average Principal Salary (Elementary)	\$96,830	\$90,651
Average Principal Salary (Middle)	\$105,093	\$90,651
Average Principal Salary (High)	\$102,840	\$90,651
Superintendent Salary	\$161,322	\$135,657
Percentage of Budget for Teacher Salaries	43.41	43.85
Percentage of Budget for Administrative Salaries	5.61	5.35

## Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$6,600 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a \$6,000 per annum allowance for mileage reimbursement.

