



# John L. Webster Elementary School

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

Lila Daruty, Principal

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<https://www.smmusd.org/webster>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### **Santa Monica-Malibu Unified School District**

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[www.smmusd.org](http://www.smmusd.org)

### **District Governing Board**

Craig Foster

Maria Leon-Vazquez

Dr. Richard Tahvildaran-Jesswein

Ralph Mechur

Jon Kean, President

Laurie Lieberman, Vice-President

### **District Administration**

Ben Drati, Ed.D.

**Superintendent**

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 current 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

**2019-20 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	54
Grade 1	44
Grade 2	48
Grade 3	51
Grade 4	38
Grade 5	37
<b>Total Enrollment</b>	<b>272</b>

**2019-20 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	1.5
Asian	4
Hispanic or Latino	9.6
White	82.7
Two or More Races	0.7
Socioeconomically Disadvantaged	13.6
English Learners	7.7
Students with Disabilities	7.4

**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 for John L. Webster	18-19	19-20	20-21
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence			

Teacher Credentials for Santa Monica-Malibu	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

**Teacher Misassignments and Vacant Teacher Positions at John L. Webster Elementary School**

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 2020-21)**

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 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Advance Reading, adopted 6/2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	My Math, McGraw Hill, 2013, adopted 3/5/2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Science, Harcourt 2007, adopted 4/19/2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Reflections, California Series; Harcourt 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 dedicated STEAM lab is equipped with a greenscreen, computers, ipads and technology to support inter-disciplinary instruction. Our computer lab provides 33 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. In 2020 a central cooling and heating system was installed throughout the school.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 1/16/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	1: 4. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 10: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN. 12: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. FAUCET HAS A DRIP. 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. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 16 A: 4. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 16: 4. CEILING TILES ARE BROKEN. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 17: 4. CEILING TILE IS BROKEN. 18: 4. SINK CABINET DOESN'T SHUT PROPERLY. CABINET DOORS ARE BROKEN/LOOSE. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES. 19: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS HOLES. CABINET HANDLE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EAVES. IMPROPERLY STORED CLEANING SUPPLIES. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 2: 4. CEILING TILE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 20: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 22: 4. CEILING TILE HAS A WATER STAIN. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 23: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>4: 4. DRAWER IS MISSING. 9. FAUCET AND DRINKING FOUNTAIN HAVE DRIPS. SINK BASIN IS RUSTED.</p> <p>7: 4. CEILING TILES ARE BROKEN. 9. FAUCET LEAKS AT FITTING.</p> <p>8: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. DRAWER IS MISSING.</p> <p>5. ROOM IS CLUTTERED (HARD TO MOVE AROUND ROOM). 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>9: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. PAINT IS PEELING ON EAVES. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN</p> <p>ADMIN: 4. FORMICA IS CHIPPING ON COUNTER TOP. CEILING TILE HAS A WATER STAIN.</p> <p>BOYS REST ROOM: 4. WALL TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT.</p> <p>KITCHEN: 4. CEILING TILES ARE MISSING. 7. ONE SMALL LIGHT IS OUT.</p> <p>LIBRARY: 4. CEILING TILES ARE BROKEN.</p> <p>MPR: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. CEILING TILE HAS A WATER STAIN.</p> <p>OT OFFICE: 4. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 7. OLD THERMOSTAT COVER IS MISSING. ELECTRICAL COVERS ARE MISSING. ETHERNET BOX IS LOOSE.</p> <p>PRINCIPAL: 4. CEILING TILE HAS A HOLE.</p> <p>PTA OFFICE: 4. CEILING TILES ARE LOOSE.</p> <p>5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>SPEECH: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. CEILING TILES ARE MISSING.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>10: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN.</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>19: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS HOLES. CABINET HANDLE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EAVES. IMPROPERLY STORED CLEANING SUPPLIES. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>20: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>8: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. DRAWER IS MISSING.</p> <p>5. ROOM IS CLUTTERED (HARD TO MOVE</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		AROUND ROOM). 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. PTA OFFICE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
<b>Electrical:</b> Electrical	Fair	11: 7. ETHERNET COVER IS MISSING. 21: 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS MISSING. ETHERNET BOX IS LOOSE. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HANDLE IS BROKEN. 12. DRY ROT ON SIDING. 23: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. BOYS REST ROOM: 4. WALL TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL: (USED FOR STORAGE) KITCHEN: 4. CEILING TILES ARE MISSING. 7. ONE SMALL LIGHT IS OUT. OT OFFICE: 4. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 7. OLD THERMOSTAT COVER IS MISSING. ELECTRICAL COVERS ARE MISSING. ETHERNET BOX IS LOOSE.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	1: 4. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. FAUCET HAS A DRIP. 21: 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS MISSING. ETHERNET BOX IS LOOSE. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HANDLE IS BROKEN. 12. DRY ROT ON SIDING. 4: 4. DRAWER IS MISSING. 9. FAUCET AND DRINKING FOUNTAIN HAVE DRIPS. SINK BASIN IS RUSTED. 7: 4. CEILING TILES ARE BROKEN. 9. FAUCET LEAKS AT FITTING. 9: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. PAINT IS PEELING ON EAVES. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN BOYS REST ROOM: 8. STALL IS LOCKED/OUT OF ORDER. GIRLS REST ROOM: 8. BOTH TOILETS ARE LOOSE AT THE BASE. 9. SINK IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON WINDOW SILL.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	1: 4. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>15: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 16 A: 4. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 18: 4. SINK CABINET DOESN'T SHUT PROPERLY. CABINET DOORS ARE BROKEN/LOOSE. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>19: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS HOLES. CABINET HANDLE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EAVES. IMPROPERLY STORED CLEANING SUPPLIES. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>2: 4. CEILING TILE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>3: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>9: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. PAINT IS PEELING ON EAVES. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN</p> <p>BOYS REST ROOM: 11. PAINT IS PEELING ON CEILING.</p> <p>ELECTRICAL: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. (USED FOR STORAGE)</p> <p>GIRLS REST ROOM: 8. BOTH TOILETS ARE LOOSE AT THE BASE. 9. SINK IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON WINDOW SILL.</p> <p>WORKROOM: 11. PESTICIDES ARE PRESENT. PAINT IS PEELING ON COVERED WALKWAY.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>Good</p>	<p>21: 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS MISSING. ETHERNET BOX IS LOOSE. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HANDLE IS BROKEN. 12. DRY ROT ON SIDING.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>10: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN.</p> <p>13: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>HIGH. 14. THREE EXTERIOR BACK PACK HOOKS ARE BROKEN.</p> <p>15: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>16: 4. CEILING TILES ARE BROKEN. 14. EXTERIOR BACK PACK HOOK 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. 11. PAINT IS PEELING ON EAVES. IMPROPERLY STORED CLEANING SUPPLIES. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>22: 4. CEILING TILE HAS A WATER STAIN. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>3: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>8: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. DRAWER IS MISSING. 5. ROOM IS CLUTTERED (HARD TO MOVE AROUND ROOM). 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>9: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. PAINT IS PEELING ON EAVES. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN</p> <p>PLAYGROUNDS: 14. TURF IS LIFTING AT TURF/CEMENT SEAM CREATING A TRIP HAZARD.</p>
<b>Overall Rating</b>	<b>Fair</b>	



## 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	76	N/A	74	N/A	50	N/A
Math	69	N/A	61	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	73	N/A	51	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**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 2020-21)**

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, Planet Bravo computer science programming, online academic programs like Lexia, assemblies, field trips, classroom materials, our classroom instructional assistants and after school programs such as Math 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 Heather Campi, our PTA president @websterptamalibu@gmail.com

**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 (School Year 2020-2021)**

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 2019.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.0	2.4	2.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions		1.5	2.5
Expulsions		0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	2	1		15	3			18	3		
1	24		2		22		2		22		2	
2	17	2			25		2		24		2	
3	19	2			24		1		25		2	
4	26		2		25		2		24		1	
5	32		2		27		2		26		1	
Other**									13	1	1	

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5

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 BTSA, 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 BTSA. 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 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$52,484
Mid-Range Teacher Salary	\$74,444	\$81,939
Highest Teacher Salary	\$100,278	\$102,383
Average Principal Salary (ES)	\$124,840	\$129,392
Average Principal Salary (MS)	\$138,074	\$136,831
Average Principal Salary (HS)	\$150,077	\$147,493
Superintendent Salary	\$240,000	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	34.0
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/](http://www.cde.ca.gov/ds/fd/cs/).

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8955	14	8941	82862
District	N/A	N/A	\$8,432	\$83,374
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.9	-0.6
School Site/ State	14.3	-2.0

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