

John L. Webster Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	John L. Webster Elementary School
Street	3602 Winter Canyon Road
City, State, Zip	Malibu, CA 90265-4835
Phone Number	(310) 456-6494
Principal	Lila Daruty
Email Address	ldaruty@smmusd.org
School Website	https://www.smmusd.org/webster
County-District-School (CDS) Code	19-64980-6022636

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2021-22 School Overview

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.

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	33
Grade 1	35
Grade 2	43
Grade 3	45
Grade 4	49
Grade 5	35
Total Enrollment	240

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
Asian	3.8
Black or African American	2.1
Hispanic or Latino	10
Two or More Races	0.4
White	82.9
English Learners	5
Socioeconomically Disadvantaged	9.6
Students with Disabilities	9.6

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	October 2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017	Yes	0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0
Science	Science, Harcourt 2007, adopted 4/19/2007	Yes	0

History-Social Science	Reflections, California Series; Harcourt 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 interdisciplinary 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.

Year and month of the most recent FIT report

11/8/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			OT OFFICE: 2. HVAC ROOM USED AS STORAGE NOT ALLOWING PROPER CIRCULATION. 7. OLD THERMOSTAT COVER IS MISSING. ELECTRICAL COVERS ARE MISSING. ETHERNET BOX IS LOOSE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Interior: Interior Surfaces		X		16A: 4. CEILING TILES MISSING 21: 4. CEILING TILE LOOSE. 12. RAMP NEEDS REPAIR 22: 4. CEILING TILE LOOSE. 12. RAMP NEEDS REPAIR 23: 4. CEILING TILE LOOSE. 12. RAMP NEEDS REPAIR 7: 4. CEILING TILES ARE BROKEN.

School Facility Conditions and Planned Improvements

			9: 4. PAINT PEELING ON SILL PTA OFFICE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		PTA OFFICE: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical	X		14: 7. MISSING OUTLET LOWER ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL. OT OFFICE: 2. HVAC ROOM USED AS STORAGE NOT ALLOWING PROPER CIRCULATION. 7. OLD THERMOSTAT COVER IS MISSING. ELECTRICAL COVERS ARE MISSING. ETHERNET BOX IS LOOSE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		UNISEX REST ROOM: 9. FAUCET HANDLE IS BROKEN.
Safety: Fire Safety, Hazardous Materials	X		OFFICE/ WORKROOM: 11. IMPROPERLY STORED CLEANING SUPPLIES. OT OFFICE: 2. HVAC ROOM USED AS STORAGE NOT ALLOWING PROPER CIRCULATION. 7. OLD THERMOSTAT COVER IS MISSING. ELECTRICAL COVERS ARE MISSING. ETHERNET BOX IS LOOSE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Structural: Structural Damage, Roofs	X		21: 4. CEILING TILE LOOSE. 12. RAMP NEEDS REPAIR 22: 4. CEILING TILE LOOSE. 12. RAMP NEEDS REPAIR 23: 4. CEILING TILE LOOSE. 12. RAMP NEEDS REPAIR
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		3:00 17: 15. BACK DOOR LOCK HARD TO OPEN

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	134	NT	NT	NT	NT
Female	69	NT	NT	NT	NT
Male	65	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	15	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	107	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	134	NT	NT	NT	NT
Female	69	NT	NT	NT	NT
Male	65	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	15	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	107	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
All Students	141	124	88%	12%	70%
Female	73	63	86%	14%	71%
Male	68	61	90%	10%	69%
Asian	<11	<11	83%	17%	83%
Black or African American	<11	<11	100%	0%	67%

Hispanic or Latino	16	14	88%	13%	56%
Two or More Races	<11	<11	100%	0%	100%
White	112	98	88%	13%	71%
English Learners	<11	<11	100%	0%	29%
Socioeconomically Disadvantaged	30	29	97%	3%	63%
Students with Disabilities	15	<11	67%	33%	33%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
All Students	141	123	87%	13%	65%
Female	73	62	85%	15%	67%
Male	68	61	10%	63%	43
Asian	<11	<11	83%	17%	83%
Black or African American	<11	<11	100%	0%	67%
Hispanic or Latino	16	13	81%	19%	44%
Two or More Races	47%	33%	<11	<11	67%
White	100%	0%	98	112	100%
English Learners	<11	<11	86%	14%	29%
Socioeconomically Disadvantaged			28	30	
Students Receiving Migrant Education Services	90%				
Students with Disabilities	40%	7%	<11	15	93%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	NT	NT	NT	NT
Female	20	NT	NT	NT	NT
Male	18	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	32	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	255	241	6	2.5
Female	131	125	3	2.4
Male	124	116	3	2.6
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	0	0.0
Black or African American	8	8	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	25	24	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	209	197	6	3.0
English Learners	15	15	0	0.0
Foster Youth	1	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	32	31	1	3.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	28	27	0	0.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.78	1.98	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.36	1.55	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.78	0.00
Female	1.53	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.96	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.13	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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

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

The School Site Council annually reviews all aspects of school safety and security and makes recommendations based on the findings. District support is sought to implement any recommended changes or improvements. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2019.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3		
1	22		2	
2	25		2	
3	24		1	
4	25		2	
5	27		2	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	22		2	
2	24		2	
3	25		2	
4	24		1	
5	26		1	
6				
Other	13	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3		
1	27		2	
2	20	2		
3	42			2
4	29		1	
5	26		1	
6				
Other	27		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8955	14	8941	82862
District	N/A	N/A	\$8,432	\$86,443
Percent Difference - School Site and District	N/A	N/A	5.9	-4.2
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	5.7	2.2

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,980	\$51,029
Mid-Range Teacher Salary	\$76,119	\$78,583
Highest Teacher Salary	\$102,483	\$99,506
Average Principal Salary (Elementary)	\$124,753	\$124,576
Average Principal Salary (Middle)	\$130,846	\$131,395
Average Principal Salary (High)	\$153,122	\$144,697
Superintendent Salary	\$240,000	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Santa Monica-Malibu Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	139	2.66	97.34	65.22
Female	2569	62	2.41	97.59	77.42
Male	2660	77	2.89	97.11	55.26
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	25	1.58	98.42	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	45.45
White	2515	92	3.66	96.34	74.73
English Learners	403	13	3.23	96.77	23.08
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	29	2.20	97.80	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	22.86

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

American Indian or Alaska Native	9	5	56%	44%	44%
Asian	313	281	90%	10%	75%
Black or African American	350	283	81%	19%	43%
Filipino	29	26	90%	10%	72%
Hispanic or Latino	1672	1482	89%	11%	51%
Native Hawaiian or Pacific Islander	<11	<11	86%	14%	43%
Two or More Races	438	390	89%	11%	78%
White	2664	2318	87%	13%	74%
English Learners	364	311	85%	15%	26%
Foster Youth	<11	<11	83%	17%	83%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged	2001	1711	86%	14%	48%
Students with Disabilities	793	618	78%	22%	32%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4529	82%	18%	51%
Female	2685	2232	83%	17%	51%
Male	2810	2289	19%	52%	1449
American Indian or Alaska Native	<11	<11	67%	33%	33%
Asian	313	259	83%	17%	69%
Black or African American	350	278	79%	21%	36%
Filipino	29	29	100%	0%	59%
Hispanic or Latino	1672	1409	84%	16%	39%
Native Hawaiian or Pacific Islander			<11	<11	
Two or More Races	25%	31%	364	438	69%
White	61%	17%	2160	2664	83%
English Learners	364	295	81%	19%	26%
Foster Youth	<11	<11	83%	17%	33%
Homeless	<11	<11	60%	40%	0%
Socioeconomically Disadvantaged	0%	29%	1718	2001	71%

Students Receiving Migrant Education Services	81%				
Students with Disabilities	36%	14%	548	793	86%

*At or above the grade-level standard in the context of the local assessment administered.