

# Webster Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



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

#### 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.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Webster Elementary School
<b>Street</b>	3602 Winter Canyon Road
<b>City, State, Zip</b>	Malibu, CA 90265-4835
<b>Phone Number</b>	(310) 456-6494
<b>Principal</b>	Carina Diana
<b>Email Address</b>	cdiana@smmusd.org
<b>School Website</b>	<a href="https://webster.smmusd.org/">https://webster.smmusd.org/</a>
<b>Grade Span</b>	P-5
<b>County-District-School (CDS) Code</b>	19-64980-6022636

### 2025-26 District Contact Information

<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Dr. Antonio Shelton, Superintendent
<b>Email Address</b>	aogrady@smmusd.org
<b>District Website</b>	www.smmusd.org

### 2025-26 School Description and Mission Statement

John L. Webster Elementary School is a grades TK-5 school located in the heart of Malibu, California, with an enrollment of approximately 171 students, with class size averages of 17:1. The school employs 12 teachers and is supported by a dedicated team that includes an Instructional Coach, Language and Literacy Interventionist, Speech and Language Pathologist, Occupational Therapist, Paraeducators, Campus Monitors, Custodians, Classroom Instructional Assistants, a School Psychologist, Health Office Specialist, Registered Nurse, part-time Registrar, and Office Manager.

#### SMMUSD Vision Statement

As a community of learners, the Santa Monica-Malibu Unified School District (SMMUSD) collaborates in a nurturing

## 2025-26 School Description and Mission Statement

environment to help students become visionary, versatile thinkers; resourceful, life-long learners; effective multilingual communicators; and global citizens. Our culturally diverse community values social justice and the contributions of all its members. SMMUSD is committed to fostering academic achievement, character development, and personal growth while encouraging intellectual, artistic, technological, physical, and social expression.

### Webster Vision Statement

At Webster Elementary, staff, parents, and community members work together to create engaging learning environments that spark curiosity, inquiry, and wonder. Our goal is to nurture thoughtful, empathetic problem-solvers with a strong foundation for future learning. A Webster graduate embraces a growth mindset, demonstrates adaptability and respect for diversity, sees challenges as opportunities, and communicates effectively through multiple mediums.

### Commitment to Excellence

Webster Elementary is dedicated to creating an environment where every student can thrive—academically, creatively, and socially. Alongside a rigorous and engaging curriculum, the school emphasizes strong community connections through collaborative learning activities and planned events that foster teamwork and shared goals. Safety and a positive school climate are top priorities, ensuring students learn in a secure, welcoming, and fun environment.

Parent involvement is a cornerstone of Webster’s success, with parents playing an invaluable role through their contributions to school events, concerts, and other activities that enhance the educational experience.

Webster’s passionate and inspired staff is committed to cultivating a culture of critical thinking and learning. Three teachers have earned National Board Certification, demonstrating their dedication to professional excellence. The school has also been recognized as a California Distinguished School in 2010 and 2014, reflecting the exceptional work of its educators and staff. To ensure every student meets California State Standards, Webster employs state-adopted instructional materials, supplemental resources, ongoing professional development, and regular assessment data analysis to inform and guide instruction.

At Webster Elementary, we remain steadfast in our mission to empower students, nurture their potential, and prepare them for a bright future as engaged, compassionate, and well-rounded learners.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	29
Grade 2	24
Grade 3	32
Grade 4	29
Grade 5	25
<b>Total Enrollment</b>	<b>178</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Asian	1.1
Black or African American	1.7
Hispanic or Latino	9
Two or More Races	2.2
White	86
English Learners	2.8
Socioeconomically Disadvantaged	6.7
Students with Disabilities	12.9

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.5	100	413.9	85.71	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.6	0.34	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	16.1	3.35	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	13.9	2.89	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	37.1	7.7	15831.9	5.67
<b>Total Teaching Positions</b>	11.5	100	482.9	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.3	100	408.2	85.38	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.6	0.34	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	20.5	4.3	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	9.1	1.9	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	38.6	8.08	14303.8	5.15
<b>Total Teaching Positions</b>	12.3	100	478.1	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.5	100	380.8	84.12	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.9	0.43	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	23.8	5.26	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	10.7	2.38	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	35.3	7.8	13705.8	4.91
<b>Total Teaching Positions</b>	12.5	100	452.7	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Webster Elementary have access to state-approved, district-adopted textbooks and instructional materials for all core academic subjects. The district adheres to state guidelines and adoption cycles, ensuring materials are up-to-date and aligned with educational standards. In the 2023-24 school year, new science and social studies materials were purchased and implemented.

Each student, including English learners, has individual access to textbooks or digital curriculum materials. The selection process for textbooks and instructional materials involves a district-wide committee of teachers and administrators. Recommendations are submitted for school board approval after an opportunity for public review and feedback.

Looking ahead, a math adoption aligned with the new California Department of Education (CDE) framework is scheduled for piloting in the 2025-26 school year for adoption prior to the 2026-27 school year. Additionally, Webster is focusing on the Science of Reading to enhance foundational literacy skills in the primary grades. The recently adopted science curriculum is fully aligned with the Next Generation Science Standards (NGSS), supporting a robust and modern approach to science education.

Year and month in which the data were collected

November 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance Reading: 2017 (adopted 3/6/2017) Learning Without Tears: 2025 (adopted 9/5/2024)	0
<b>Mathematics</b>	My Math, McGraw Hill: 2014 (adopted 3/5/2015)	0
<b>Science</b>	Amplify Science: 2018 (adopted 3/17/2022)	0
<b>History-Social Science</b>	My World Interactive, Savvas Learning Company: 2019 (adopted 6/2/2022)	0

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

## 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

## School Facility Conditions and Planned Improvements

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

8/1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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).

### College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	80	70	72	72	47	48
<b>Mathematics</b> (grades 3-8 and 11)	80	66	59	59	35	37

## 2024-25 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	80	75	93.75	6.25	70.27
Female	43	38	88.37	11.63	76.32
Male	37	37	100.00	0.00	63.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	69	65	94.20	5.80	72.31
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

## 2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	80	74	92.50	7.50	66.22
<b>Female</b>	43	38	88.37	11.63	60.53
<b>Male</b>	37	36	97.30	2.70	72.22
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	69	65	94.20	5.80	66.15
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	10	90.91	9.09	--

## 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	75.61	57.89	57.44	54.74	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	19	86.36	13.64	57.89
Female	13	10	76.92	23.08	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	18	16	88.89	11.11	56.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	94	100	100

## 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.

#### 2025-26 Opportunities for Parental Involvement

Parents play a vital role in Webster's mission to provide a rich educational experience for every student. On any given day, 10-15 parent volunteers can be found actively supporting classrooms. Parents also raise substantial funds to provide materials and resources that enhance district programs.

Through the PTA, parents collectively support a wide range of initiatives, including assemblies, field trips, classroom materials, specialist instruction in STEAM and Gardening, community events, and after-school programs such as Math Club. Additionally, parents and community members share their talents, knowledge, and expertise as classroom speakers. These contributions, along with many other activities, are thoughtfully coordinated by the Webster PTA.

For more information about getting involved, please contact PTA President Nora Cohen at [websterptamalibu@gmail.com](mailto:websterptamalibu@gmail.com).

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	192	187	31	16.6
Female	96	94	20	21.3
Male	96	93	11	11.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	17	7	41.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	161	160	22	13.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	19	17	4	23.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	29	3	10.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.9	0	0	2.12	1.85	1.47	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The safety of students and staff is a top priority at Webster Elementary. The School Safety Plan is reviewed annually by staff and the School Site Council, with district support sought to implement any recommended updates. The most recent review occurred in March 2025 and was approved by the Board in April 2025.

Webster maintains a secure campus with a single entry and exit point during the school day. All visitors must enter through the main office, sign in, and wear a visitor badge at all times. There is no unauthorized access to campus during instructional hours. Students are supervised by staff before school, during recess, and at dismissal. Morning valet drop-off procedures were developed in collaboration with local law enforcement to ensure safe arrival.

All adults—including parents, guardians, and family members—who work directly with students or participate in campus activities must complete required volunteer training and clearance. Students remaining on campus after dismissal must be enrolled in a supervised program, such as child care, homework club, or school-sponsored enrichment.

Staff receive ongoing safety training, and CPR-certified personnel are on campus to respond to medical emergencies. The campus is ADA-compliant and designed to provide a safe, supportive environment for all.

Beginning in 2025–26, Webster will be supported by Deputy Carlos Vindell of the Los Angeles County Sheriff’s Department, Malibu’s dedicated School Resource Officer (SRO). This role strengthens campus safety, improves emergency response, and supports positive relationships between schools and law enforcement.

## 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.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	4	0	0
1	18	1	2	0
2	14	2	0	0
3	13	2	0	0
4	8	9	2	0
5	8	9	2	0
6	0	0	0	0
Other	12	1	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	1	0
1	12	2	0	0
2	17	1	1	0
3	13	2	0	0
4	13	2	0	0
5	21	1	1	0
6	0	0	0	0
Other	12	1	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	1		
1	19	2	1	
2	16	2	1	
3	21	2	1	
4	7	11	1	
5	7	7	2	
Other	17	2		1

## 2024-25 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	0

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.4

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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
<b>School Site</b>	\$10,667	\$497	\$10,170	\$90,380
<b>District</b>	N/A	N/A	\$7,242	\$100,861
<b>Percent Difference - School Site and District</b>	N/A	N/A	33.6	-5.4
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	-5.7	-4.7

## Fiscal Year 2024-25 Types of Services Funded

Webster Elementary benefits from a combination of state and federal funding to support all aspects of its instructional programs. These funds provide resources for:

- Music Enrichment (Grades 3-5)
- Performing Arts: Dance (Grades 4-5)
- Media Arts: Tech for Tomorrow (Grades K-5)
- Theater Arts Performance (Grades TK- 5)
- Special Education Services
- Language and Literacy Intervention (LLI)
- Summer School Programs

### Title II Funding

Santa Monica-Malibu Unified School District (SMMUSD) utilizes Title II funds to support Math and Secondary Support Coordinators. These coordinators:

- Collaborate with teachers and administrators to enhance student learning in math content and practices.

## Fiscal Year 2024-25 Types of Services Funded

- Facilitate and review the guaranteed and viable curriculum, including the use of common formative assessments to measure student achievement.
- Support ongoing intervention and enrichment opportunities to address student growth and individual needs.

### Title III Funding

Title III funds are used to expand educational opportunities for English learners, focusing on improving language and academic proficiency. These funds also support efforts to enhance parent engagement opportunities.

This strategic use of funding ensures that Webster Elementary provides high-quality programs and resources that meet the diverse needs of its students.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,883	\$62,145
<b>Mid-Range Teacher Salary</b>	\$87,918	\$97,088
<b>Highest Teacher Salary</b>	\$118,368	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$151,771	\$151,343
<b>Average Principal Salary (Middle)</b>	\$155,740	\$159,514
<b>Average Principal Salary (High)</b>	\$181,381	\$177,261
<b>Superintendent Salary</b>	\$275,000	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	28.47%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	5.18%	5.4%

## Professional Development

At Webster Elementary, professional development is a cornerstone of continuous improvement and student success. All teachers and staff in the Santa Monica-Malibu Unified School District (SMMUSD) participate in weekly professional development sessions during 90 minutes of banked time. Districtwide professional development focuses on six key priorities:

- Reclassification
- Special Education
- Transformative Approaches
- Maintenance
- Fiscal Services
- Guaranteed Viable Curriculum

Additionally, SMMUSD emphasizes professional growth in areas such as:

- Restorative Justice (RJ)
- Project-Based Learning (PBL)
- Social-Emotional Learning (SEL)
- Supporting Multilingual Learners

In alignment with the District's mission and goals, Webster Elementary has developed a comprehensive professional development (PD) plan aimed at enhancing student engagement, academic achievement, and the development of 21st-century skills.

## Professional Development

Over the past three years, professional development has focused on Project-Based Learning (PBL) and Tier One strategies with the following goals:

- Foster interdisciplinary learning through technology integration and community partnerships.
- Implement long-form projects and mini-projects throughout the year.
- Highlight evidence of learning through portfolios, student reflections, and Deep Learning Expos.

For the 2025-26 school year, professional development emphasizes Mathematical Practice Standards. The Site Leadership Team (SLT) analyzed data on student performance in conceptual understanding, problem-solving, and reasoning to establish this focus. Teachers receive support through data dives, targeted trainings (e.g. Building Thinking Classrooms), and biannual learning walks. Additionally, the SLT participates in at least three sub-out days annually to review data, observe classrooms, and refine instructional practices.

To further enhance professional development, all TK-5 teachers will complete two full-day training sessions in Project-Based Learning (PBL), which aligns with Webster's theme for the year, "Dare. Do. Discover." It reflects Webster's commitment to encourage students to be curious, think in new ways, and take action that makes a positive difference. We believe our students are not just learners—they are thinkers, creators, and helpers who can make the world around them better.

- Dare means asking big questions and imagining new possibilities.
- Do means jumping in—trying, creating, and solving problems with determination and heart.
- Discover means noticing when something isn't working for everyone and finding ways to improve it.

Through this theme, the school is building a culture where everyone belongs, curiosity is celebrated, and students feel empowered to share their ideas. Our goal is to help each child feel confident, lead with kindness, and work together to make a difference in our school and community.

Through strategic and intentional professional development, Webster Elementary continues to build a thriving learning community that balances academic excellence with social-emotional well-being.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4